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ABSTRACT

In this final report, the demonstration project conducted by the Mesa schools from 1973 to 1976 is shown to have been successful in reaching its goals of staff training, information dissemination, and student benefits in developmental career guidance, counseling, and placement services for grades K-12. Student-related objectives which are listed for elementary and junior high school focused on inter- and intra-personal areas while those for high school centered on the "classical" career areas that aid in job searching. Through review of the project's development from its original proposal to its conclusions and implications upon completion, an overview is provided of its implementation by approximately 25,000 students, 36 counselors, and 200 teachers in both public and private schools. Evidence cited for the program's success include its substantive continuation within Mesa schools and external demands for its products, which include various free brochures, fifty-three career guidance units for students, and nine competency-based training packages for practitioners. An outside-party evaluation is included which contains separate assessments for elementary, junior, and senior high levels. Only one shortcoming is noted by the project director: the failure of the project to fulfill expectations in providing comprehensive placement services. A bibliography, financial reports, an annotated bibliography and price list for the unit products, and the booklet entitled "Career Guidance Strategies in Arizona" are included as appendixes. (ELG)

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FINAL REPORT

Project No. V361132
Grant No. OEG-0-73-5286

Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling, and Placement Components in a Career Education System

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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September 22, 1976

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I. SUMMARY

(a) Time period: July 1, 1973 through June 30, 1976.

The general purpose of the project is: to demonstrate all aspects of a comprehensive model for developmental (rather than crisis-oriented) career guidance.

(b) Goals and Objectives:

This project's general student-related objectives are:

- to assist students to select and achieve both short and long-term goals of personal significance and to ensure that each student's educational experiences are functional to his career goals by having students engage in instructional-counseling activities organized into career guidance "units" tailored to predetermined performance objectives which, in turn, are derived from needs statements into which youth and adults have made input.
- to conduct these activities in a variety of settings but primarily within classrooms by integrating them with career education and conventional curricula.
- to provide students with "units" which outline: (a) desired student outcomes phrased as objectives for students, (b) suggested activities and resources keyed to these objectives, and (c) objectives-based evaluation procedures and tests which will both help

students assess the extent to which they achieved their objectives, as well as provide data for this project's accountability system.

- to maintain an ongoing evaluation of all project components, using criterion-reference methods based on youth-oriented career planning and development objectives.

This project used site visits; tape-slide presentations and discussions; dissemination packets of project evaluations, descriptive brochures, and sample units and tests; skill-building workshops; and project staff consultations to accomplish these local, state, and national objectives: (1) to disseminate career guidance units, instructional-counseling resources, tests, and descriptions of support services keyed to youth-oriented objectives; (2) to disseminate competency-based training packages, and training consultations for professional and paraprofessional counseling personnel who wish to acquire and practice skills in planning, designing, implementing, evaluating, and revising this type of career guidance model; and (3) to demonstrate actual youth using units and tests while working with project-trained personnel.

(c) Procedures:

The process used to develop and implement the guidance material is exemplified by the steps described by the elementary division for their program:

- Refined goals into statements of specific behaviors which have been identified through research as the characteristics of the most effective problem solvers.
- Developed unit packages, including media, to deliver on these goals. These have been sequenced from grade K through 6. They contain 350 instructional hours and have impacted approximately 3,000 students.
- Developed and piloted an instrument to monitor these goals.
- Have had these goals, unit packages, and monitoring procedure approved by the District Curriculum Committee as part of the district minimum basic program.
- Have developed training workshops for teachers designed to improve teacher delivery of guidance curriculum and goals. Combined, these workshops contain 45 hours instructional time. A total of 156 educators have participated in this instruction.
- Have developed training workshops in leadership skills for teachers to assist other teachers in delivery of guidance curriculum and goals. This workshop contains 30 hours instructional time. A total of 19 people have received this training.

The program was implemented on a voluntary basis, as projected in the original proposal, at grade levels K-12. The program was available to all district schools as well as interested parochial or private schools in Mesa. Approximately 25,000 students K-12 have been involved in various facets of the program. Selected participating schools were designated to be subjected to formal evaluation with pre-post testing, control and treatment groups, and other aspects of evaluation.

All components were pilot tested, and field tested with accompanying revision cycles before being printed for general implementation. These tested components during phases I and II were implemented (with continued revision) as part of phase III during the 3rd year of our implementation schedule.

(d) Results; accomplishments:

We have completed 53 career guidance units: ten K-6, twenty 7-9, and twenty-three 10-12. These units represent over 400 hours of instructional material.

We have completed 9 competency-based training packages for career guidance practitioners representing approximately 300 hours of instruction.

All of which represents well over 700 hours of instructional materials now available from the project.

We have completed our research design for selected schools that gives comparison data of students who have been through the program and those who have not, assessed attitudes about the program from students, educators and parents. We have trained all of our counselors in some techniques of program planning and implementation and have begun a functional role definition of the guidance paraprofessional.

The overall program in its three years of implementation has involved all of our 36 counselors, roughly 200 teachers, and well over 25,000 students, K-12. Some aspects of the program have been implemented at all secondary schools and most of 26 elementary schools.

Guidance curriculum materials developed have had increasing national recognition. To attempt to meet requests for copies of materials, extra printings of all material were made. These have been sold at cost to those requesting them. Orders have been received from almost every state and many foreign countries.

Statistics on sales of Career/Guidance materials:

1974/75	35 orders filled	$ 1,184.02
1975/76	124 orders filled	3,800.29
	6 orders on hand	515.59
	165 Total orders	$ 5,499.90

We estimate that we were unable to fill 40% of the total orders received because we were often out of supply due to the inability of the printshop to keep up with requests. Estimated amount of orders unfilled, $3,666.00.

We have had hundreds of visitors from all parts of the country and many foreign countries. We have published descriptive booklets describing the program, entitled "Accountability for Counselors," and "Toward Accountability--A Report on the Mesa Approach to Career Guidance, Counseling, and Placement," and have disseminated over 10,000 copies without charge to those requesting them. In addition, the project director co-authored an article in the May, 1975, special career education edition of The Personnel and Guidance Journal, titled "Field Testing a Comprehensive Career Guidance Program, K-12."

(e) Evaluation:

The evaluation was directed by Development Associates (DA), carried out by district guidance personnel, and analyzed and reported by DA. Their most recent report is included in the body of this paper. The results of these evaluation activities judged us to have reached or exceeded most goals and objectives written into the proposals during each of the past three years. However, the evaluation report that seems to most nearly capture what we have been trying to do and the results of our activities is the one by our own Research and Evaluation Department conducted this year at Powell Junior High School. The following are excerpts from that report:

> During the past three years, Powell Junior High School has used five guidance units in the seventh grade. The following list presents the names of the units along with a brief description:
>
> | | |
> |---|---|
> | "Friends" | On developing relationships |
> | "Orientation" | On becoming aware of yourself and guidance units available |
> | "Someone To Talk To" | On becoming aware of the significance of others and becoming more willing to share concerns |
> | "Emotions" | On understanding your emotions |
> | "Love" | On understanding the concept of love |
>
> R. & E. Department assisted the Guidance Department in developing a questionnaire which attempted to

solicit from the ninth grade and eighth grade students whether the objectives of the different units were met and in addition what carry-over effects the students perceived.

(It should be noted that three years had elapsed since the ninth grade students were taught the units, and two since the eighth graders had gone through them.)

Results:
It can be seen that the students were extremely positive toward the guidance units. It appears that the students remember studying each of the units. The only unit which received less than 50% of either eighth or ninth grade students agreeing that they remembered studying the unit was "Orientation," where 49% of the ninth grade students remembered studying the unit. A similar result was found when the students were asked about the influence on their lives of each of the units. "Orientation" was again the only unit which received less than 50% of the students commenting that it had a good influence on their lives. In the ninth grade, 49% indicated it had a good influence on their lives and only 43% of the eighth grade students felt it had a good influence on their lives. It should be pointed out, however, that only 25% of the eighth grade students and 26% of the ninth grade students indicated that it had a little or no influence. When the students were asked whether they would recommend that these units be continued in the seventh grade 70% of the ninth grade and 67% of the eighth grade students responded positively.

It also appears from the student responses that they felt that the objectives as specified in the questionnaire for the different units were obtained when the units were used in the classroom.

Comparison of 8th and 9th Grade Student Attitude Toward Selected Guidance Units, Mesa Public Schools, Research and Evaluation, 1976.

(f) Conclusions:

The project was very successful. Programs and procedures set into motion by the project are being continued by the district. There is at least as much activity in all project areas since its termination June 30, 1976, as there was anytime before. Indications are that it will continue its healthy growth. A whole new model for elementary guidance grew out of the project and is growing in the district.

The one area that was most disappointing to the director was in a comprehensive placement program: goals were just not reached. There has developed a strong movement for career guidance centers at all secondary schools. It is hoped that a comprehensive placement program will develop from them.

II. PROBLEM

(Drawn from original proposal)

At the time the Vocational Education Amendments were passed in 1968, studies (e.g., Campbell, 1968) indicated that most career guidance and counseling programs in secondary schools were directed almost entirely toward providing personal assessment and decision-making assistance for the college-bound students. Students needing career guidance and counseling assistance and school placement services for planning and achieving post-high school goals other than a four-year college degree rarely received them. In follow-up studies and surveys of student needs (e.g., Bay, Preising, and Dejong, 1968; Donaldson, 1968; Flanagan, 1966) young people frequently indicated that during their school years they did not receive adequate assistance in selecting the kinds of life goals, which, if pursued and attained, would have been likely to furnish the personal fulfillment they reported lacking. The results of another investigation (Eninger, 1968) of the process and product of trade and industrial vocational education in a large sample of American high schools further substantiates this conclusion. On the basis of numerous follow-up surveys, Eninger reported that vocational education graduates, who entered and were found working in occupations related to their fields of study, experienced more favorable outcomes (e.g., present job hourly rate, and job satisfaction), than those experienced by: (1) academic program high school dropouts, (2) academic program direct-to-work graduates, or (3) academic program college dropouts.

Current reports (e.g., Mason, 1972; Purdue Measurement and Research Center, 1972; Sabine, 1971) indicate that all students (both college- and noncollege-bound) need more help than they are getting in relating their abilities, interests, and personal values to possible career options such as entry-level jobs, skill training programs, two-year college programs, and four-year college programs. Too many students depart from high schools lacking effective skills both in exploring the great variety of life alternatives and in selecting personal goals wisely among the available options. Yet, these same reports indicate that schools typically are not providing these kinds of career guidance and counseling services. Particular target populations, e.g., students from urban ghettos, from large comprehensive urban and suburban schools, and from rural areas where employment opportunities are limited, are not receiving assistance in connection with their specialized needs. There is evidence indicating that women students and minority youth especially are often counseled into certain occupations without being made aware of meaningful alternatives. Career development theorists (e.g., Super, 1970), along with many other investigators of life patterns among American youth (e.g., Hurd, 1970; Janne, 1970; Carnegie Commission, 1971), have suggested that never before has there been a greater need for individual students to be able to set personal goals and to learn how to adapt to change by recognizing when goal changes must be made and by making them.

Furthermore, school placement services are needed that require school systems to retain responsibility for their students until they are graduated and adjusted to employment or further education (Bottoms, Gysbers, and Pritchard, 1971). Such placement and follow-through efforts are too frequently non-existent in public education. In Manpower Development and Training Programs where the functions of placement and follow-through were assigned to the Employment Service, it is apparent that the Employment Service also has failed to perform these functions adequately. Such failure is attributed, in part, to a lack of coordination among businesses, industry, community agencies, and schools (Employment and Training legislation, 1968).

Innovative programs for joining the world of work and the world of education are urgently needed. A wide variety of alternative strategies involving the cooperation of educators, directors of community agencies, and businessmen for smoothing the transition into adulthood should be explored. Thirty million high school graduates will enter the American labor market in the decade of the 1970's. In view of this fact, it does not make sense to continue the pattern of sheltering a youth from work while the school deals with his educational needs, and then placing him on his own the day school is out to find employment (or further education) without appropriate career guidance, counseling, and placement assistance. Entry into post-high school situations, including adult jobs, ought to be gradual and planned with employers, educators, community personnel, parents, and students all sharing the responsibility.

III. GOALS AND OBJECTIVES

The major thrust of the project staff's efforts was to help significantly more youth in the demonstration schools achieve career planning and personal development objectives (which are appropriate to them) than would be achieved by similar youth in the comparison schools, where the project's guidance programs were not implemented during Phase I. The following outcomes were among the ones selected at high school grade levels during Phase I. Participating students in the demonstration schools will:

1. identify important decisions, and the points in time when it is probably best to make them; and recognize that if the decisions are made then, it will open the maximum number of opportunities for them.
2. acquire more skill in making decisions and solving career problems.
3. be familiar with some ways in which the availability and/or desirability of career opportunities are being influenced by trends resulting from social, economic, and technological factors.
4. recognize the importance of grouping occupations according to things they have in common, and understand the Long-Range Goal (LRG) system of grouping occupations.
5. understand that information about their personal characteristics can help them set their career

goals and that, over time, their personal characteristics may change making it important to consider these changes in their planning.

6. collect and organize information about their abilities, interests, values, physical traits, and personal and social behavior which can affect their choices.
7. choose three LRG's they want to explore in more depth in order to consider them as possible long-range vocational goals for their career preparation.
8. "reality-test" occupations in each LRG they select.
9. pick their first and second-choice tentative long-range vocational goals and plan a related school program-of-studies.
10. to explore placement opportunities for post-high school (including a job, the military, a post-secondary occupational program, or a baccalaureate program) and to relate these to their first and second-choice goals.

Outcomes for junior high and elementary levels during Phase I, based upon the same needs assessment, differed in some fundamental characteristics: While the needs at the high school registered more in the "classical" career areas of knowing abilities, interest, aptitudes, etc. to enable one to find a job, the expressed needs at the junior high and elementary levels were heavily weighted in the inter-, intra-personal areas. In keeping then, with the over-all student need orientation of the project, the outcomes for participating students at these grade levels included the following priority outcomes:

ELEMENTARY SCHOOL PROGRAM GOALS

Academic Learning Goals

1. The student will have thinking and problem-solving skills and will be able to apply these in his academic decisions.

Career Guidance Goals

1. The student will have a growing awareness of diversity in the world of work and an increasing sense of identity with that world.

Interpersonal/Intrapersonal Goals

1. The student will have thinking and problem-solving skills and will apply these in his social interactions.
2. The student will get in touch with his feelings and understand how they affect his behavior.
3. The student will have optimal communication skills and will communicate honestly and openly with others.
4. The student will initiate meaningful personal relationships with significant others and have an increased capacity to experience others as they really are.
5. The student will know more about himself.

JUNIOR HIGH PROGRAM GOALS

Career Guidance Goals

1. The student will understand his abilities, interests, and characteristics.

2. The student will know what various jobs are like and how his special talents and interests will help him to do these jobs.
3. The student will know high school graduation requirements.
4. The student will consider more than one alternative for what he should do after high school.
5. The student will know what he can do now to prepare for work in the future.
6. The student will know what jobs are available to him.
7. The student will develop an understanding of how the classes he takes now fit his abilities, interest, and goals.
8. The student will get help with educational-vocational problems for which he refers himself to counseling personnel.

Interpersonal Goals

1. The student will improve his ability to develop relationships with others and to have more friends.
2. The student will know how people feel about him.
3. The student will have one person he can be close with.
4. The student will be better able to give and receive love from others.
5. The student will be better able to solve problems he has with his parents.
6. The student will get help with interpersonal problems for which he refers himself to counseling personnel.

Intrapersonal Goals

1. The student will have someone to talk to when personal problems arise.

2. The student will be more satisfied with his life, his achievements, and himself.
3. The student will be more skillful in making decisions and solving problems.
4. The student will get in touch with his feelings and understand how feelings affect his behavior.
5. The student will be able to earn more money.
6. The student will get help with intrapersonal problems for which he refers himself to counseling personnel.

These examples, while representing important outcomes of the needs assessment are intended to be representative rather than complete. A more detailed description of the needs assessment process and other aspects of the program are available upon request.

In each of its three one-year phases, this project attempted to achieve product and process objectives both for project staff and for students who engaged in the project's career guidance activities. Each phase of the project stressed different grade levels. In this way, during Phase III, students in all grades K-12 were included. The grades emphasized during each phase are summarized in the following table.

Phases \ Grades	Elementary	Junior High	Senior High
I (1973-74)	K, 1 and 2	7	10
II (1974-75)	3 and 4 (continue at grades 1 and 2)	8 (continue at grade 7)	11 (continue at grade 10)
III (1975-76)	5 and 6 (continue at grades 1 through 4	9 (continue at grades 7 and 8)	12 (continue at grades 10 and 11)

The objectives listed in this section are those upon which Phase I (1973-74) focused. The objectives of Phase II and III were quite similar to those listed except that they:

1. emphasized planning activities for students in grade levels indicated in the preceding table;
2. stressed increasingly more liaison with community resources.
3. involved more sophisticated and comprehensive dissemination and demonstration activities.

The staff of the proposed project attempted the following general product objectives during Phase I. Products outlined in these objectives were the "deliverables" which project staff demonstrated and disseminated.

> Staff Product Objective (a): To produce an approved, written summary of all goal statements and student performance objectives for developmental career guidance, counseling, and placement programs at grades K, 1, 2, 7 and 10, and to articulate these objectives with input from, and career options available in, post-high school educational (e.g., the Mesa Community College) and vocational opportunities.
>
> Staff Product Objective (b): To have a summary of all career guidance, counseling, and placement activities which are potentially effective for helping students achieve the measurable objectives specified in Staff Product Objective (a). These activities must assist each student to select and achieve both short and long-term goals and to find educational experiences which are functional to his career goals. Such activities should be organized into units (or packages) which outline: (i) desired student outcomes phrased as student performance objectives; (ii) the suggested activities and resources keyed to each objectives; and (iii) objective-based evaluation procedures and tests which will both help students assess the extent to which they achieved their objectives, as well as provide data for this project's accountability system.

Staff Product Objective (c): To have an approved, detailed description of the exact settings in which the guidance activities identified in Staff Product Objective (b) will be implemented with students in grades K, 1, 2, 7 and 10 in the demonstration schools.

Staff Product Objective (d): To produce an approved, written evaluation rationale which describes the evaluation, design and procedures, and lists instrument specifications for assessing the extent to which youth (i.e., in grades K, 1, 2, 7 and 10) in the demonstration and comparison schools have achieved their career planning and development goals and objectives.

Staff Product Objective (e): To have trained counseling personnel (e.g., teachers, counselors, and counselor aides) who will implement the proposed career guidance programs in each of the demonstration schools at the elementary, junior high, and senior high levels.

Staff Product Objective (f): To have demonstration schools which are equipped with the materials and resources needed to implement the selected career planning and development programs.

Staff Product Objective (g): To have cost-effective career programs (or components of these programs) which can be readministered during Phase II and III of this project while other activities are being revised or replaced.

IV. DESCRIPTION

The overall purpose of this project was to demonstrate a comprehensive model for developmental career guidance, counseling, and placement services which are provided for youth across grades K 12. Career education encompasses all possible patterns of personal choice related to each student's total life style, and should focus on helping him to set and realize his career goals. The humanizing core of career education is found in its individual planning and placement activities. Each student is involved in a process of selecting his goals, and of planning activities to achieve them. School personnel are available to help youth assess their potential and limitations, discover their needs, formulate personal goals and related objectives, develop a program of studies to achieve each of their goals, and to coordinate their placement in post-high school work or educational opportunities related to their goals. Learning activities are most satisfying for youth when they engage in behavior directed toward goals they have either selected themselves or have agreed upon. This Mesa project provided a unique opportunity to demonstrate the significance of this humanizing core in an evolving career education system.

In the first phase of planning a comprehensive model for developmental career guidance, counseling, and placement, program planners defined the various target populations comprising the total range of students, specified the desired terminal competencies of youth in these varied groups, identified the current status (entry level) of youth regarding these competencies, and formulated meaningful needs statements related to them. The statements of needs (a) described the extent and nature of the discrepancies between entry and terminal competency levels, and (b) was capable of being translated into goal statements and related performance objectives. Mesa staff employed four sets of needs statements in the following areas: (1) Educational-Vocational, (2) Learning-to-Learn, (3) Interpersonal, and (4) Intrapersonal. In addition, Mesa staff wrote a large number of goal statements and performance objectives related to these needs statements. Such materials expedited the process of interviewing random samples of students and adults from target populations, identified the priority youth needs as perceived by them, and translated these priority needs statements into statements of goals and performance objectives.

In the second phase of planning, the goal statements and related performance objectives which have been derived from the statements of priority student needs were organized into groups or clusters of goals and objectives in order to facilitate other planning phases. For example, they could be organized by areas of student needs, i.e., educational-vocational, learning-to-learn, etc., by goal-setting competency areas such as generating alternatives and selecting preferred alternatives, or across a broader range of personal problem-solving competency areas that focus on individual planning, goal selection, and achievement skills.

The third phase of activities in this accountability approach to developing and evaluating programs involved the exploration and selection of suitable learning experiences for youth. Clear statements of priority needs, goals, and related objectives permitted creativity in the investigation of a wide range of possible instructional and counseling procedures. During the past three years, Mesa staff members have: (a) compiled a body of techniques appropriate to the performance learning specified in key objectives, (b) examined evaluation reports on the effectiveness of some of the currently available procedures, and (c) conducted some developmental work where suitable strategies were not available. From this wide range of available instructional and counseling procedures, Mesa program planners were able to select the ones they deemed most appropriate for certain target population students. These procedures have incorporated material such as films, film-strips, slides, books, magazine articles, audio-tapes, job experience kits, simulation games, developed abilities tests, interest inventories, and values inventories.

A fourth important phase involved describing, in the form of process objectives, the selected counseling, instructional, and placement procedures for helping youth target groups reach their career planning and development objectives. These process objectives were used to assess whether or not districts and schools enabled youth to achieve the outcomes specified in their product objectives. A related assessment method involved determining whether or not the "implementation strategies," in which school personnel needed to engage in order to employ these procedures, were actually implemented as designed. An assessment of implementation strategies included determining if career guidance programs allocated resources and services in such a menner that process objectives were achieved and were achieved efficiently. Example assessment questions of this type were: Was a schedule drafted for obtaining the necessary staff services and equipment resources? Was the schedule adhered to? Were the required tasks and competencies of counseling personnel identified and linked to appropriate training activities? Were the necessary staff development training programs conducted?

A final phase in the design of career guidance, counseling, and placement programs involved comprehensive and reputable evaluation both of their desired impact and of their unanticipated effects. An accountability approach emphasizes formative evaluation, which focuses on improving resources, and summative evaluation, which focuses on determining the overall impact of resources. This insures that programs are built upon youth needs and that these needs are represented by measurable (behavioral) objectives for youth. Both evaluation strategies: (1) assessed the effect of each program by comparing changes in the behavior of students who did and did not receive it; (2) assessed the reactions of youth, parents, and school personnel to these programs; and (3) assessed the unanticipated outcomes of these programs. Major emphasis was placed on the use of end-of-unit and survey instruments for criterion-referenced evaluation based on the knowledge, attitude, and overt behavioral outcomes youth achieved. Case studies, questionnaires, interviews, and observation techniques were used to assess some of the long-term effects of these programs.

The results of a significant number of U. S. Office of Education funded research and development efforts have been integrated into Mesa's accountability system described above. The products which were used in the development and field-testing of a comprehensive career guidance system by the American Institutes for Research (Jones, G.B. et al, 1971; Jones, G.B., et al,1972) were extensively utilized in designing Mesa's comprehensive model for developmental career guidance, counseling, and placement services. One such product was a set of occupational families which were developed to present a wide variety of occupations to students in a meaningful structure, and which were derived by using the test results and follow-up data from the 440,000 students in the U.S.O.E. Funded Project TALENT Survey of 1960 (Flanagan, 1966). Approximately 100 occupations that many Project TALENT students reported plans to enter were initially sorted into these 12 families on the bases of the amount of education required and the kind of work performed in each occupation. These occupational families were validated in two ways. First, test results from 17 Project TALENT variables were examined for similarity within each of the a priori clusters of specific occupations. Occupations were reclassified where it seemed appropriate, a procedure producing associative relationships between test profiles of high school students in the

TALENT sample and their membership in various occupational families. Second, the 100 occupations were checked against a list from the Bureau of Labor Statistics of the most promising occupations for the decade 1966-1975.

Another such research and development product incorporated into Mesa's accountability approach was the AIR designed student needs assessment procedure. In February 1972, students were randomly selected from sixth, ninth and twelfth grades in the Mesa Public Schools. Adult samples consisted of parents, teachers, counselors, and administrators. An attempt to gain a meaningful sample from employers was also sought, however, there was considerable difficulty in obtaining responses in this area. Approximately nine hundred students and approximately two hundred adults were sampled. Interviewing procedures involved trained interviewers participating in a structured interview using a Q-sort which ranged from forty-five minutes to one and one-half hours. Each trained adult interviewed a small group of from five to eight. In these interviews the interviewee had an opportunity to examine four separate decks of cards on which statements related to student career guidance and counseling needs were printed. Each interviewee surveyed four of the decks of cards which included Educational-Vocational, Academic Learning, Interpersonal, and Intrapersonal needs statements. Data collected in the interviews was transferred to information forms and then key punched onto computer cards for computer processing. Results were tabulated and printouts were compiled. During March and April of 1972 counseling and guidance personnel were permitted three full weeks away from their schools to analyze the needs assessment data identifying the highest priority youth needs from randomly selected grades at the elementary, junior high, and senior high levels.

During the planning phase in which Mesa staff selected learning materials, judged to have the highest likelihood of helping students to attain particular objectives, they chose to incorporate Job Experience Kits in connection with student vocational exploration objectives. These kits were designed and field-tested originally as part of a U.S.O.E. funded project at Stanford University headed by John D. Krumboltz. Since that time, the kits were augmented in number and published in a total package by Science Research Associates, Inc.

Mesa staff have consulted extensively with personnel from other U.S.O.E. funded school-based career education projects (namely, the projects based in Atlanta, Georgia; Jefferson County, Colorado; Los Angeles, California; and Hackensack, New Jersey) to make use of their career guidance research and development products that were relevant to the Mesa model. In addition, one member of the Mesa district guidance staff has served as a consultant to the Tucson (Arizona) Model Cities Exemplary Vocational Education Program which is supported by funds designated under Section 142(c) of Part D of the Vocational Education Amendments of 1968. Finally, the U.S.O.E. funded project, Research for Better Schools, in

Philadelphia, Pennsylvania, worked out an agreement with Mesa staff to field test (with 120 5th grade Mesa students) two units dealing with affective components of career guidance and counseling.

A variety of techniques were used to insure that the procedures and products of Mesa's accountability approach demonstrated in this proposed project were widely disseminated to interested persons. An "open" project attitude, permitting visitors to observe ongoing programs was maintained throughout the duration of the project and still continues even though the project has ended. Site visits alone, however, are insufficient. A variety of printed materials were developed and made available, including dissemination packets of project evaluations, descriptive brochures, and sample units and tests. In addition, project staff developed tape-slide presentations to facilitate their leading of skill-building workshops on-site as well as discussions with interested persons at other sites on a consulting basis.

As a final attempt to make materials developed by the project available to those desiring them, the project and the district have attempted to print sufficient quantities of all materials to supply, on a cost-only basis, those requesting them. (We charge approximately $.03 per printed page.)

V. PROCEDURE

In order to incorporate an individualized Career Guidance Model in Mesa's education system, the following phases of this systematic planning model were proposed and initiated during the Spring of 1972.

1. Identification of youth development needs (as seen through the eyes not only of youth but also parents, educators, and employers) and the translation of these expressed needs into goal statements and performance objectives stipulating desired youth outcomes which are measurable.
2. Classification of objectives based on the needs expressed by these target populations. Priorities which will serve as guidelines for the design of guidance and counseling programs will be set.
3. Specification of alternative strategies which could be used in guidance and counseling programs, and selection of the strategies which seem most appropriate for particular groups of objectives.
4. Design, scheduling, and implementation of selected strategies through the organization of instructional and counseling materials and procedures into individualized guidance-related learning units.
5. Evaluation of the efficiency and effectiveness of such units and activities in helping students achieve both the desired terminal outcomes specified in terms of behavioral objectives and unanticipated side effects.

These five phases for guidance and counseling program design can serve as a prototype for other school districts (in the state and across the country) which are interested in implementing model career guidance programs by systematically planning the development, implementation, evaluation, and revision of measurable objectives and related instructional and counseling experiences for youth.

For each priority youth need, a corresponding goal statement and performance objective have been written and refined on the basis of feedback from several sources. Shown below is an illustrative need statement, goal statement, and performance objectives that were derived from them.

Junior High

Needs Statement

1. I need to understand my abilities, interests, and other characteristics.

Goal Statement

The learner will collect and organize information about his abilities, interests, values, physical traits, and personal and social behavior which can affect his choices of school and vocational goals.

Performance Objectives

1. Given a list of five statements each describing a different personal characteristic of another student, the learner will indicate in every case which type of personal characteristic is described: an ability, an interest, a value, a physical trait, personal social behavior.
2. The learner will identify three major types of sources of information about himself that can affect his choices of school and vocational goals.

The ongoing Mesa effort involves a task force of counselors who are designing student activities and related instructional and counseling procedures and resources which are judged to be important, if not necessary, for students to experience in order for them to attain the desired outcomes stated in each performance objective. An example of the outline for this extensive effort is presented below.

SAMPLE ACTIVITY OUTLINE

I. Cover sheet with title, performance objectives, content outline, grouping, time needed, learner prerequisite knowledge, teacher preparation tasks, and resources needed.

II. Outline "lesson plan" for activity.

III. Materials sheet: Learner, Instructor, and enrichment materials for both faster and slower students.

IV. Resource/cost itemized list with equipment or facilities required.

V. Expanded teaching strategies guide sheet.

VI. Activity rationale sheet. (Where does it fit, what has it been designed to accomplish, etc.)

In many instances, instructional and counseling strategies which were considered to be most effective in assisting youth to reach particular objectives were organized into individualized learning units. Each unit contains: (1) statements of the measurable objectives expressed in terms of desired youth outcomes, (2) suggestions of resources each youth might use and procedures he might follow to achieve each objective, and (3) references to an evaluation procedure or instrument which will help each youth determine whether or not he has met each objective. Units such as these have the advantage that they can be used either in separate guidance classes, individual counseling sessions, group counseling or guidance experiences, or can be integrated into other instructional materials and procedures in conventional curriculum areas. As of this writing, approximately 55 packages of the above types are available after pilot and field testing in Mesa's elementary, junior high, and senior high schools. These are available on a cost basis to those requesting them. On the average, these activity packages take students between seven and eight hours to complete.

VI. RESULTS AND ACCOMPLISHMENTS

We have completed 53 career guidance units: ten K-6, twenty 7-9, and twenty-three 10-12. These units represent over 400 hours of instructional material.

We have completed 9 competency-based training packages for career guidance practitioners representing approximately 300 hours of instruction. All of which represents well over 700 hours of instructional materials now available from the project.

We have completed our research design for selected schools that gives comparison data of students who have been through the program and those who have not; assessed attitudes about the program from students, educators and parents.

We have trained all of our counselors in some techniques of program planning and implementation and have begun a functional role definition of the guidance paraprofessional.

The overall program in its three years of implementation has involved all of our 36 counselors, roughly 200 teachers, and well over 25,000 students K-12. Some aspects of the program have been implemented at all secondary schools and most of 26 elementary schools.

Guidance curriculum materials developed have had increasing national recognition. To attempt to meet requests for copies of materials, extra printings of all material were made. These have been sold at cost to those requesting them. Orders have been received from almost every state and many foreign countries.

Statistics on sales of Career/Guidance materials:

1974/75	35	orders filled	$1,184.02
1975/76	124	orders filled	3,800.29
	6	orders on hand	515.59
	165	total orders	$5,499.90

We estimate that we were unable to fill 40% of the total orders received because we were often out of supply due to the inability of the printshop to keep up with requests. Estimated amount of orders unfilled, $3,666.00.

We have had hundreds of visitors from all parts of the country and many foreign countries. We have published descriptive booklets describing the program entitled "Accountability for Counselors," and "Toward Accountability--A Report on the Mesa Approach to Career Guidance, Counseling, and Placement," and have disseminated over 10,000 copies without charge to those requesting them. In addition, the project director co-authored an article in the May, 1975, special career education edition of The Personnel and Guidance Journal, titled "Field Testing a Comprehensive Career Guidance Program, K-12."

VII. EVALUATION

EVALUATION OF THE MESA PUBLIC SCHOOLS PROJECT

Demonstrating the Planning, Implementation,
and Evaluation of Developmental Guidance,
Counseling, and Placement Components
in a Career Education Model
1975-1976 School Year

Submitted To:

MESA PUBLIC SCHOOLS
Mesa, Arizona

Submitted By:

DEVELOPMENT ASSOCIATES, INC.
1521 New Hampshire Avenue, N. W.
Washington, D. C. 20036

July 3 , 1976

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I. OVERVIEW

The Mesa School District is comprised of three high schools, six junior high schools, and 24 elementary schools with a total population of approximately 28,000 students. Student population data reflects 57% female, 43% male; 80% White, 10% Mexican American, 3% American Indian, and 7% other. Nearly 40% of the parents of these students have had some college education, and another 50% have graduated from high school. Latest estimates show family income for 28% of the student body to be under $9,000 per year, and at $15,000 or more per year for 30% of the student body; a wide cross-section of occupations is represented.

The Guidance Department of the Mesa School District is currently completing the final year of a three-year career guidance project funded under Part D of the Vocational Education Act as amended. The project is a continuation and expansion of an effort begun in the school district prior to receiving the Part D funds and reflects a careful and systematic approach to the development of a career education program having special emphasis on developmental guidance and counseling.

The approach taken to career education by the Mesa Public Schools is reflected in the objectives which the school district has selected. Essentially, these objectives deal with behavioral and attitudinal characteristics which students should attain as a result of having participated in the career guidance project. These objectives are:

- to have summaries of goal statements and student performance objectives, and potentially effective activities to help students achieve these objectives; such activities are to be organized into units which outline: (a) desired outcomes, phrased as student performance objectives; (b) suggested activities; (c) objective-based evaluation procedures to help students assess the extent to which they achieve their objectives and to provide data for the project's accountability system;

- to have a detailed description of the setting in which the described units would be implemented in each grade level;

- to produce an evaluation rationale which describes the evaluation design;

- to have trained personnel (counselors, counselor aides, and teachers) who will implement the program in each of the demonstration schools;

- to have demonstration schools which are equipped with resources and materials needed for the program;
- to have cost-effective programs (or components) which can be re-administered; and
- to disseminate at least 12 career guidance units, with support materials, and at least three competence-based training packages for guidance practitioners; and to demonstrate for site visitors students actually using the career guidance units at specific levels.

The general purpose of the Mesa Career Guidance Project is to demonstrate all aspects of a comprehensive model for developmental career guidance and counseling services which are articulated across grades K-12. In each of its three one-year phases, the project has slightly modified its focus so as to broaden its scope and to improve on past efforts by building on prior experience. During this final year of federal funding the project has, for the first time, emphasized elementary school activity at grades 4 through 6, and continued its efforts at the junior and senior high school levels.

More specifically, Table 1 provides a summary of those schools and faculty where Part D funds were directly expended, and the students associated with those expenditures during the 1975-76 school year. As indicated, 7,745 students were directly served by the project with approximately half in the junior high grades, and 39% at the upper elementary level. In addition to these students, others were affected less directly through the use by their teachers of guidance units and other materials developed during the first two years of project activity, and prior inservice training. It is not known precisely how many students and faculty were affected in this less direct manner.

Table 1

Summary of Project Participants
Schools, Faculty, and Students

	School	No. Faculty	No. Students
		(Facilitating Teachers)	
Elementary	Hale	2	360
	Holmes	2	375
	Lowell	3	380
	Roosevelt	2	390
	Salk	2	370
	Stevenson	2	400
	Witman	2	350
	Webster	2	375
Total	8	17	3,000 (38.7%)
		(Counseling Aides)	
Jr. High	Powell	2	1,316
	Fremont	1	1,011
	Carson	1	350
	Poston	1	1,258
Total	4	5	3,935 (50.8%)
		(Teachers)	
Sr. High	Mesa High	2	680
	Mesa Central	1	130
Total	2	3	810 (10.5%)
Project Totals:	14	25	7,745 (100%)

In addition to the teaching staff cited on Table 1, working directly with the project were five professional staff, a full-time and part-time project secretary, and a part-time counselor aide at the district level. The professional staff included the district's Director of Guidance who served as project director, and coordinator for the elementary, junior, and senior high school grades.

The federally supported portion of the project budget for the 1975-76 school year was $142,357, accounting for approximately 29% of the total resources budgeted for the project by the school districts. As reflected on Table 7 later in this report (p. 18), the non-federal contribution to the project was devoted primarily to the support of professional staff.

As indicated in the remainder of this report, the project has been reasonably successful in achieving its established objectives. While this report will suggest areas in which there is no evidence that expectations were entirely achieved, in general the project has been well managed and is having a positive impact on the schools in the district.

From the project's start, it has been assumed that key project related concepts, activities, and materials would become an integral part of the Mesa school system. Although this was the final year of federal support, it was decided to include in the evaluative effort several activities which would be of lasting benefit to the district by aiding in the continuation of the career guidance effort. Consequently, a considerable portion of the time of the evaluation staff during the year was devoted to assessing instruments used during previous years and developing criterion-referenced tests for curriculum units completed during this year. These materials which were provided to Mesa and discussed with the project staff are completed and will not be discussed in depth in this report. Rather, this report will provide the findings and discussion of efforts designed to assess the impact of the project during the year at the elementary, junior high school, and senior high school grades, as well as to address the areas of project expenditures, student placement, and curriculum change requested by the Part D program office of the U.S. Office of Education.

In the section which follows, we present the specific methods and results of addressing these project areas. This will be followed by a section summarizing the findings and providing general conclusions from the study.

II. STUDY FINDINGS

In this section, we present the results of the evaluation of the third year of the Mesa Career Guidance project. For ease of exposition we have elected to organize the section in terms of the three major grade levels, followed by a section devoted to more general aspects of the project pertaining to placement, curriculum change, expenditures, and continuation after termination of federal funds. Included in each of the four subsections will be a brief discussion of the methods and procedures followed, the evaluation findings, and a brief interpretation of these results.

A. Elementary Grade Level

As previsouly indicated, the focus of project effort during the 1975-76 school year has been on the upper elementary level; i.e., grades 4-6. During the 1974-75 school year focus had been on grades 2 and 3 and the previous year on the earliest school grades. Although the materials at the lower levels developed by the project continued to be used by many teachers, the project did not emphasize these grades during this year and elected only to be assessed in terms of their area of prime attention.

Several career/guidance units have been developed and are currently used at the elementary level. At grades 4-6, the focus of this year's evaluation effort, the units taught were:

- Understanding Myself and Others;
- Decision-making;
- Self-awareness;
- Let's Talk About It; and
- Decisions and Values.

These units were developed for the purpose of enhancing the students' self-actualization. The program is being implemented in eight schools, each with designated facilitator-teachers. The facilitator is a teacher who has received training and serves as a resource teacher to the entire school staff. Both facilitators and teachers are involved in teaching the units.

In evaluating the impact of the program on the 4-6 grade students, two instruments were used. These were: (1) an abbreviated form of the DUSO (Developing Understanding of Self and Others), and (2) the Coopersmith - B test. Thirty items from the DUSO were selected based on the criterion that they matched the objectives of the career units.

Eight comparison (non-project) schools were selected and facilitator-teachers identified. Students at these schools were tested with the same instruments and the results compared. The summary data provided by the Mesa staff is presented on the following page.

The percent of correct responses for students of the experimental facilitators ranged from 55.4% to 68.5% on the DUSO and from 51.9% to 67.1% on the Coopersmith. For the comparison facilitators the range was from 60.6% to 66.6% on the DUSO and from 52% to 68.2% on the Coopersmith. Overall, the students in the experimental schools obtained a 62.9% correct as compared to 63.4% correct for the comparison schools on the DUSO. For the Coopersmith the experimental schools achieved a 58.2% correct as compared to 59.2% for the comparison schools. We conclude that there appears to be very little difference overall between the experimental and comparison students as measured by either of these instruments.

Assessment of Elementary Teacher Questionnaire

Ten elementary teachers responded to a questionnaire developed by DA. The questionnaire was developed for the purpose of obtaining information about the use and reactions to the career guidance program. Most of the questions are presented below with the answers or explanations provided.

Q. 1. How familiar are you with the goals of the guidance program?

> All 10 teachers indicated that they were very familiar and have attempted to implement them.

Q. 2. If you have used Mesa guidance units during this school year, which ones did you use? (please list)

> All units were given. The most frequently used unit was Decision-making. Each teacher taught an average of three units.

Q. 3. Did you teach the unit as intact sourses or did you infuse the units into the regular curriculum over a longer period of time?

> Five teachers taught the units as intact courses and the other five infused the units into the curriculum.

Q. 4. Altogether about how many class periods did you spend teaching these units during the past school year?

> The answers ranged from 5 to 75 hours. The average value, however, was 40 hours.

Table 2

Summary of Percent Correct Responses of Experimental and Comparison Schools on DUSO and Coopersmith-B Tests

EXPERIMENTAL SCHOOLS

School #	1		2		3		4		5		6		7		8		Mean	
Test*	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Facilitators	68.1	67.1	58.8	57.9			60.5	52.4	55.4	51.9	68.5	63.1	64.7	59.3	67.3	59.1		
Teacher 1	62.6	73.1	61.8	57.4	60.6	53.9	53.7	47.5	64.8	54.1	66.6	60.8	60.1	60.9	64.8	65.0		
Teacher 2	63.7	62.9	58.8	50.9	63.4	45.9	61.3	50.4	63.5	59.7	66.8	67.4	68.2	66.0	62.1	57.1		
Teacher 3	59.6	67.8									70.7	65.3						
Total	64.7	67.5	59.8	55.4	62.1	49.7	58.2	50.0	61.1	55.2	68.3	64.5	64.7	62.3	64.5	61.1	62.9	58.2

COMPARISON SCHOOLS

School #	1		2		3		4		5		6		7		8		Mean	
Test*	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Facilitators	63.1	63.7	60.6	53.7	62.0	63.9	60.8	52.0	66.6	63.0	64.7	56.6	61.2	56.3	66.2	68.2		
Teacher 1	66.8	70.1	61.0	56.8	57.7	58.2	59.2	51.1	63.6	64.3	60.5	59.3	68.0	57.6	58.6	64.7		
Teacher 2	63.5	52.6			67.7	59.0	60.0	50.2	69.3	60.0	63.4	61.8	65.2	58.9	61.4	59.6		
Teacher 3					71.8	69.3												
Total	64.5	62.4	60.8	55.0	64.8	62.3	60.0	51.1	66.5	62.5	62.7	59.3	66.0	58.2	61.8	63.0	63.4	59.2

*Test A = DUSO
Test B = Coopersmith

Q. 5. Did you receive any training or assistance prior to teaching the guidance activities?

Eight teachers responded yes; two said no.

Q. 6. Did you receive any training or assistance while you were teaching the guidance activities?

Eight teachers responded yes; two said no.

Q. 7a. Considering the grade level you teach, how do you feel about the appropriateness of the subject matter of the guidance activities in general?

Seven teachers said that the units were very appropriate; three teachers thought the units to be somewhat appropriate.

Q. 7b. Do you feel that there are any specific activities that may be inappropriate?

Nine teachers responded no; one teacher felt that some of the role playing activities were inappropriate.

Q. 8. How do you feel about the level of the material definitions, concepts, student activities, etc., contained in the guidance program in general?

Two teachers thought the level high, but within the reach of most students. One of these teachers taught grades 4-5; the other, grades 3-4. One 6th grade teacher thought the level somewhat too easy. The remaining seven teachers felt the level was just about right.

Q. 9. Do you think that the guidance activities being taught at your schools are worthwhile?

Eight teachers believe the units to be definitely worthwhile; two teachers felt the units were only worthwhile to some extent.

In general, then, the teachers have a definite, positive attitude about the units being taught, are teaching them, and believe them to be worthwhile.

B. Junior High

Much of DA's evaluation efforts at the junior high level consisted of reviewing and revising several short-term curriculum unit tests. All of these tests were reviewed and revised by a team consisting of a DA staff member, a Mesa guidance counselor, and a Mesa teacher who was familiar with the units.

The results of a survey of teachers indicated that those teaching the units generally felt that the units provided a significant learning experience, yet the results of last year's evaluation of participants vs. non-participants showed no significant differences between the groups on these tests. Thus, it was apparent that the original tests developed to evaluate the curricula units were not satisfactory. Many of the items were open-ended, with the correctness of the responses often evaluated by a paraprofessional not familiar with the units. Also, some of the items were poor and/or only partially connected to the unit objectives.

As a result of these considerations,the tests were substantially revised. This included: (1) writing items that more closely reflected the objectives of the curriculum units; (2) structuring the items in more of a closed format (e.g., multiple choice, T-F, matching, etc.) rather than open-ended; (3) conducting an item analysis of the previous test items to assess their difficulty and discrimination and to make a determination of their worth; (4) providing answer sheets clearly specifying appropriate responses and assigned point values; and (5) pretesting these "new" tests and making final revisions.

The revision, pretesting, and final review of these tests was not completed until late in the spring of 1976. The pretesting with the "old" test instruments was discarded due to the deficiencies cited above.

Testing with the revised instruments was carried out by the Mesa staff in May 1976. Seven of the junior high units were administered to a treatment and comparison group. A test was employed to identify any significant difference between the two groups on each of the units. The results are provided in Table 3 presented on the following page.

Table 3

Summary of Analysis of Seven Junior High Units

UNIT	Grade Level Tested	N Size		t Value	Significance
		Treatment	Control		
Love	7th	104	26	.041	non-significant
Emotions	7th	63	71	.173	non-significant
Someone To Talk To	7th	75	66	.196	non-significant
Friends	7th	72	34	.257	non-significant
Orientation	7th	18	32	.009	non-significant
Information Explosion	8th	32	34	.114	non-significant
Getting Along	8th	57	35	.063	non-significant

The results indicate no significant difference between the groups on any of the tests. However, as can be observed in the table, treatment and/or control groups in some cases consisted of several classes. It is possible that in these cases some of the treatment groups were statistically different from some of the control groups; however, since the data provided did not always break out the several treatment/control groups by individual class, this assessment was not possible. Also, it was observed that some teachers had both treatment and control students. For example, a particular teacher provided treatment students for the unit on "Friends," and comparison students on the unit "Emotions." The N sizes for these two groups are similar (71, 72), and it is possible that these two groups consisted of the same students. Thus, the treatment group for the unit "Emotions" may have been compared to a control group which, although not having been exposed to that unit, was exposed to the "Friends" or perhaps even to other units. Thus, the results may have also been confounded by both the teacher effects and the nature of the control groups.

Overall, then, the null results may have been more a result of the limitation of this design (posttest only, control group) and a lack of control over other factors (e.g., other unit treatments the comparison students had received). The testing was conducted late in the year and the Mesa staff did all they could under the circumstances.

Extent to Which Teachers Used Career Guidance Units

DA presented a questionnaire to the junior high and high school teachers concerning their use of and reactions to the units developed by the Career Guidance staff. Responses from 55 teachers were obtained; however, not all teachers answered all questions.

Five groups of grade levels were formed by the teachers' own identification of grade(s) taught. These were grades 7, 7 and 8, 8, 9, 10-12. Tables 4 and 5 highlight some of the descriptive information obtained. A discussion of the junior high results are presented here; the high school information will be discussed in a subsequent section.

From Table 5, we find that most teachers taught the units as intact courses. Although many teachers in each grade level group taught the same units, overall each group seemed to prefer certain units. Generally, the 9th grade teachers appear to be least satisfied with the career units. Three of the six teachers in this group felt that the subject matter of the units was less than appropriate. Three of the 9th grade teachers also felt that the units taught at their school were not worthwhile.

From the data obtained, we believe that two possible explanations may account for a less-than-positive attitude for these teachers. Most of the teachers taught one unit ("What do I like," "What can I do"). From Table 4, we find that five of the six teachers received no training prior to teaching the units, and only two of the six teachers received training while teaching the units.

The other junior high school teachers were more generally positive in their feelings about the career units. As indicated in Table 4, most teachers received some training or assistance both prior to and while teaching the units. Also, they generally taught a greater number of units and had more interaction with counselors and guidance staff concerning the units.

TABLE 4

TWO-WAY TABLE ON TRAINING AND ASSISTANCE RECEIVED BY JUNIOR HIGH SCHOOL TEACHERS

7th Grade Teachers

		B		
		Yes	No	Total
A	Yes	6	7	13
	No	4	9	13
	Total	10	16	26

7 & 8th Grade Teachers

		B		
		Yes	No	Total
A	Yes	5	0	5
	No	0	0	0
	Total	5	0	5

8th Grade Teachers

		B		
		Yes	No	Total
A	Yes	7	1	8
	No	1	1	2
	Total	8	2	10

9th Grade Teachers

		B		
		Yes	No	Total
A	Yes	0	1	1
	No	2	3	5
	Total	2	4	6

10-12th Grade Teachers

		B		
		Yes	No	Total
A	Yes	5	1	6
	No	0	0	0
	Total	5	1	6

A = Received training or assistance prior to teaching units.

B = Received training or assistance while teaching units.

TABLE 5

JUNIOR AND SENIOR HIGH SCHOOL TEACHER RESPONSES TO SELECTED QUESTIONS

CATEGORY	GROUP GRADE LEVEL				
	7	7&8	8	9	10-12
1. # of teachers in sample who taught units	28	5	10	6	6
2. # of teachers very familiar and have used one or more units.	26	5	10	6	6
3. Most frequently used units:					
a. Friends	X(n=23)				
b. Orientation		X(n=5)			
c. Information Explosion			X(n=7)		
d. What Do I Like? What Can I Do?				X(n=3)	
e. Who Am I?					X(n=5)
f. Average # of units taught	3	5	2	1	5
4. # of teachers who taught units as:					
a. Intact Courses	20	3	8	6	2
b. Units Infused Into Regular Curriculum	6	2	2	0	4
5. Teacher feelings about the appropriateness of the subject matter of the units in general:					
a. Very appropriate	15	3	8	2	5
b. Somewhat appropriate	10	2	2	1	0
c. Somewhat inappropriate	1	0	0	2	1
d. Totally inappropriate	0	0	0	1	0
6. # of teachers responding to "Do you think that the units taught at your school are worthwhile"					
a. Yes, definately	7	4	8	1	4
b. Yes, to some extent	18	1	2	2	2
c. In general, no	1			1	
d. Definately not worthwhile				2	

C. Senior High

Project activities at the senior high school level have centered around the English and Careers course which was offered as a one semester elective at each of the three senior high schools to students in the 10th, 11th, and 12th grades. In general, the purpose of the course is to provide students with information and experiences which will assist them in making career-related decisions during the remainder of their stay in school and upon graduation. The course is taught by members of the English faculty and fulfills a portion of a student's graduation requirements in English. While the course had been offered previously, this was the first year it was available in all three of the senior high schools.

In conducting the course, the teachers utilize the series of career guidance units developed by the project. Also, they incorporate career-related field trips, use guest speakers, and make extensive use of the schools' guidance counselors. The career guidance project staff work to support the courses in a wide variety of ways as well as assist the guidance staff and other teachers generally. Because the predominant project effort has been to support the English-Careers course, it was determined that this would be the focus of the evaluation at this grade level.

At the high school, DA performed an item analysis of the high school career units. The analysis consisted of determining the difficulty and discrimination index of each item. Weak items were evaluated and either changed or eliminated as needed. Both treatment and comparison groups were planned for in the original design. Due to the local conditions beyond our control, however, posttesting of the comparison groups was not carried out. Our resulting procedure then became one of analyzing the difference of the scores of the students receiving the units from pretest to posttest. A one-sample t-test was carried out for the 10th and 11th grade data received. One group of 12th graders was pretested but no posttest information was provided. Therefore, no analysis of the 12th grade was made. The results of the 10th and 11th grade analysis are given below.

Table 6

Summary of Analysis of Pre-Posttest Data of 10th and 11th Grades

	N	Mean Pretest	Mean Posttest	t
10th	14	48.14	47.64	-.21
11th	38	47.61	49.87	1.84*

*Significant at the .90% level.

Many students who took the pretest did not take the posttest and vice versa. The resulting samples then suffered severe shrinkage from the original list provided. The results of Table 6 show only the 11th graders with a somewhat significant (at the 90% level) gain from pretest to posttest.

Extent to Which Teachers Used Career Guidance Units

The same questionnaire given to the junior high teachers concerning their use and reactions to the career units was also presented to the high school teachers. The summary of results of this information is contained in Tables 4 and 5 on pages 12 and 13, along with the junior high school results.

The six teachers completing the questionnaire taught an average of five units. Five of the six teachers felt that the information was very appropriate. All the high school teachers believed that the units taught at their school were either definitely worthwhile (four teachers) or worthwhile to some extent (two teachers). Unlike the junior high school teachers, most of the high school teachers (four out of six) infused the units into the regular curriculum rather than teaching them as intact courses. As indicated in Table 4, most of the teachers (five of six) received training or assistance regarding the career units both before and while teaching the units.

D. General Project Administration

The Part D grant supporting the Mesa Career Guidance Project was based in part upon a U.S. Office of Education policy paper which indicates that all Part D supported projects should:

- stimulate the placement of students leaving project schools in "a paid occupation in further education, or in paid or unpaid work" consistent with their current career choice;
- stimulate the expansion of job preparation opportunities for young people, especially in grades 10 through 12;
- follow sound management practices, especially with respect to fiscal controls and recording; and
- seek to insure that the major project activities will be continued after federal funding ceases.

In the subsections below, we summarize each of these four dimensions of the Mesa project.

Placement Activities

For the past several years, the Mesa School District has had an extensive job placement component throughout the system funded with local and federal funds. Employment security counselors and job information computer terminals are available to high school students in the schools, three are employment counselor aides, and other services are also available. Because of the extensive ongoing effort, no project funds have been expended in the placement area. Rather, project staff and the teachers in the high school English/Career courses have coordinated their efforts with the regular placement effort of the district. Since specific outcomes of the placement effort are not judged to be attributable to the project, no specific information in this area is provided.

Job Preparation Opportunities

The thrust of the project has been to develop and install curriculum units and courses which are designed to assist students prepare for the world of work. Over the course of the project (i.e., 1973-1976), 54 career guidance units were introduced as part of ongoing classes or as special classes. These units represent over 700 hours of instructional time and span all grade levels.

In addition to the units at the elementary grades (K-6), a basic minimum program in the specific area of career guidance was established. As a result of this project, all elementary students (approximately 16,000) are to receive a minimum of 60 minutes per week of career guidance. Specific outcomes for each grade level have been developed and are a part of the adopted program. Specific areas covered are: Self-Awareness, Appreciation/Attitudes, Decision-making and Problem Solving, and Career Awareness.

At the senior high school level, Mesa's special English/Career course has become a one semester elective meeting required English credits at all three high schools.

Project Management and Expenditures

Overall responsibility for the Career Guidance project has been vested in the school district's Director of Guidance who has devoted a major portion of his time to the project. Responsibility for activities at each of the three major grade levels (i.e., K-6, 7-9, and 10-12) has rested with three coordinators on the central staff. Interviews with staff and observation of staff interaction and performance indicate that responsibilities and lines of authority have been generally clear; there appear to have been no significant difficulties in this area of project operation.

Table 7 provides a summary of project expenditures related to the annual budget for the first three quarters of the 1975-76 year. As may be calculated from the table, the Part D federal funds represent 29% of the total project budget and approximately 25% of the actual expenditures through the end of the third fiscal quarter. Considering inevitable end-of-year expenditures, the figures indicate that project expenditures were being made in general in accordance with the budgetary plan.

It is of some interest to note that over the course of the year the project generated $3, 538 income for the school district through the sale of project related materials. This tends to suggest the quality of the materials developed over the two preceeding years of project effort.

Table 8 provides a description of the manner in which Part D and other project funds were expended across major project components. As indicated on the table, the major portion of the Part D funds were expended for general project administration. This component represents the efforts of the project director, secretarial staff, and other persons and activities which cannot be meaningfully allocated to a specific grade level. When comparisons across components are made in terms of the total project budget (i. e., Part D plus other funds), the distribution among components is more equal. Specifically, 30% was expended at the junior high level (grades 7-9), 27% for administration, 24% for the elementary grades (K-6), and 18% for the high school (grades 10-12). As these figures indicate, the career guidance project has been integrated into the general district program, and the Part D funds used primarily to provide a critical supplement to local contributions.

Overall, the data available suggests that the project has been well managed and treated as an integral part of the Mesa school system. This quite likely has contributed to the success of the project in making what appears will be a lasting impact on the district.

TABLE 7

BUDGET CATEGORY EXPENDITURE

BUDGET ITEM	BUDGET		FIRST QUARTER		SECOND QUARTER		THIRD QUARTER		THREE QUARTER TOTAL		% BUDGET	
	PART D	OTHER	PART D	OTHER	PART D	OTHER	PART D	OTHER	PART D	OTHER	PART D	OTHER
A. PERSONNEL												
1. Staff	91,517.00	293,000.00	20,724.47	73,250.00	21,961.21	73,250.00	18,626.58	72,250.00	61,312.26	219,750.00	67%	75%
2. Substitute Teachers	1,600.00				483.00		360.00		843.00		53	
3. Teacher Stipends	3,200.00											
4. Out-of-State Consultants	5,835.96				300.00		656.12		956.12		17	
5. In-State Consultants							25.00		25.00			
B. BENEFITS	12,695.00	46,000.00	2,771.81	11,500.00	2,612.09	11,500.00	2,717.08	11,500.00	8,100.98	34,500.00	64	75
C. TRAVEL												
1. Local Staff	700.00				193.80		269.70		463.50		66	
2. Out-of-State Staff	4,122.00						2,146.86		2,146.86		52	
3. In-State Consultants	-0-											
4. Out-of-State Consultants	-0-						111.16		111.16			
D. SUPPLIES AND MATERIALS												
1. Instructional Materials	500.00				219.60		474.71		684.31		139	
2. Office Supplies	702.00						39.52		39.52		6	
3. Audio Visuals	3,000.00		170.01		774.98		922.79		1,867.78		62	
E. COMMUNICATIONS	600.00	600.00	46.90	150.00	86.74	150.00	99.39	150.00	233.03	450.00	39	75
F. SERVICES												
1. Duplication & Supplies	5,000.00	8,400.00		2,100.00	2,550.95	2,100.00	2,639.31	2,100.00	5,190.26	6,300.00	104	75
2. Testing												
3. Evaluation	7,000.00				10.03		3,508.85		3,518.88		50	
G. EQUIPMENT	600.00						638.72		638.72		107	
H. SPACE FOR STAFF		3,000.00		750.00		750.00		750.00		2,250.00		75
I. INDIRECT COSTS	5,284.72	2,200.00		550.00	3,750.00	550.00		550.00	37.50	1,650.00	71	75
TOTALS	142,356.68	353,200.00	23,713.19	88,300.00	32,942.40	88,300.00	33,235.79	88,300.00	89,891.38	264,900.00	63	75

TABLE 8

PROJECT EXPENDITURES BY GRADE LEVEL CATEGORIES

ACTIVITY AREAS	First Quarter		Second Quarter		Third Quarter		Total Three Quarters		Percent of Total	
	Part D	Other	Part D	Other	Part D	Other	Part D	Other	Part D	Other
K-6:										
Personnel	2,203	20,000	7,239	20,000	6,712	20,000	16,154	60,000	19	26
Other	0	3,313	725	3,312	40	3,313	765	9,938		
7-9:										
Personnel	3,692	27,375	3,782	27,375	3,267	27,375	10,741	82,125	12	36
Other	0	4,063	120	4,062	166	4,063	286	12,188		
10-12:										
Personnel	5,945	15,312	2,737	15,313	2,019	15,312	10,701	45,937	13	20
Other	170	2,625	81	2,625	711	2,625	962	7,875		
Administration:										
Personnel	11,656	10,563	11,297	10,562	9,975	10,563	32,928	31,688	56	18
Other	47	5,050	6,960	5,050	10,346	5,050	17,353	15,150		
TOTALS:										
Personnel	23,496	73,250	25,055	73,250	21,973	73,250	70,524	219,750	100	100
Others	217	15,051	7,886	15,049	11,263	15,051	19,366	45,151		
Combined	23,713	88,301	32,941	88,299	33,236	88,301	89,890	264,901		

Project Continuation

From its inception, the Mesa project was designed to make a lasting contribution to the school district. Considerable effort each year has been expended on developing and testing curriculum materials, and as indicated above, 54 such units have been produced. It was further planned that key members of the project staff whose salaries were supported by federal funds would be continued in essentially the same capacity by the school district in the years following termination of federal funds.

As of the end of the school year, it appears that the project has had considerable, but not total, success in achieving the objective of full continuation. During the coming year, the high school English/Careers course will continue as will the use of the career guidance units at the elementary, junior, and senior high school levels. Also, the considerable inservice assistance provided to teachers and counselors throughout the system as well as the generally heightened significance attached to career preparation will undoubtedly have lasting impact on the district.

On the other hand, because of local school budget constraints, the formal structure of the project will not be continued by the district. While plans for continuing the project with local funds were developed and incorporated in the preliminary budget for the 1976-77 school year, in the early spring it was determined at the district level that anticipated fiscal circumstances made these funds no longer available. Thus, most professional project staff will be employed in other capacities in the coming year.

In summary, then, the project will be continued on a substantive but less formal basis throughout the system. At the elementary school level provision of career guidance has become district policy and project-supported courses and use of project-developed materials will continue at all grade levels. However, as a formal entity with central coordinating and support staff, continuation of the project will not be possible.

III. CONCLUSION

In general, the findings presented in the preceeding section are somewhat mixed. The responses of teachers and of the school system as a whole to the career guidance project and specific materials developed were shown to be quite positive. Teachers indicated that project developed instructional units were both appropriate and worthwhile. Of the 41 7th and 8th grade teachers surveyed, for example, 40 stated that the units were either very appropriate or somewhat appropriate and also stated that they were either definitely or "to some extent" worthwhile.

As noted, there was an indication that the provision of training and assistance to teachers contributed to their judgments about the guidance units. The teachers who were most critical were at the 9th grade level and this is where the least assistance was given. The positive relationship between training and assistance and favorable judgments regarding the units is most clearly shown among teachers serving both 7th and 8th graders and those at the high school. All five 7th and 8th grade teachers and five of the six senior high teachers received training both prior to and while teaching the units. These ten teachers all responded that the units were both appropriate and worthwhile. A major conclusion of the evaluation of the second year of the project was that teachers desired and would positively respond to training and assistance. During the third year, project staff acted on this information with apparent positive results.

While the teacher based information indicates that project activities were beneficial, this is not confirmed by the student test data. As indicated previously, there are a number of plausible explanations for this apparent paradox. In our judgment, the most compelling explanation pertains to the timing of test administration and the consequent problems associated with obtaining valid comparison groups. A major aspect of the evaluative effort during this year was the review and revision of criterion-reference tests developed and previously used by the project. By the time necessary item analyses and consultation were complete and the instruments revised, the most appropriate testing times had passed. Consequently, at some grade levels, comparisons were not possible, and at others there were problems of contamination. Thus, it is Development Associates judgment that the results of the test administrations should be viewed as a field test of the instruments leading to the further modifications of some items which should preceed widespread future use. Hence, they ought not be viewed as a definite assessment of the impact of the career guidance project on participating students.

As important an indicator of the overall success of the career guidance project, as either the teacher or student data, is the evidence of positive impact on the school district as a whole. In our judgment, the plans for the continued use of over 50 curriculum units representing over 700 hours of class time and spanning all grade levels, the continuation of the senior high school English/Careers courses, and the acceptance of a basic minimum program in career guidance which will affect all 16,000 elementary school students are major accomplishments.

In summary, then, we conclude that the overall findings indicate that the Mesa Career Guidance Project has completed a successful third year. Further, on the basis of a review of the evaluations of the first two project years, in conjunction with the findings presented above, we view the project as having achieved the overall objective of establishing community and institutional support as well as demonstrated materials and instructional approaches for a broad program of career guidance throughout the school system. While the inadequacies of instrumentation have precluded generating the student test data needed to make a final assessment of the merits of this effort at the classroom level, the project has invested considerable time and effort in test development. The fruits of this year's effort in this regard shold permit the district to address this area of assessment much more definitively in the years ahead.

VIII. CONCLUSIONS AND RECOMMENDATIONS

The project succeeded beyond any original expectations. The integrity of the original proposal was generally maintained and in most areas far exceeded. All major facets of the project have been maintained by the district and implementation will be continued or increased. However, some of the greatest benefits of the project were those "unanticipated" outcomes that were not listed in the original proposal. These must include--in the opinion of the project director, who is also district director of guidance services--the following:

- greatly accelerated professional growth among district guidance staff--including teachers
- the "catalytic" function that precipitated a whole new vision of the need for many alternative strategies for delivery on student needs
- the creation of an innovative, radically different model for delivery of elementary guidance services
- the official recognition and adoption of a basic minimum curriculum for guidance outcomes
- the recognition of increased need to look at services for women, minorities, etc.
- the official approval for each counselor in the district to devote at least 15% of his time to program development and implementation.

The project validated the director's initial decision to avoid, wherever possible, hiring new staff for the project. With very few exceptions this rule was observed. Nearly all of the people involved in or trained by the project efforts are still in the district and still functioning in the new or modified roles--even though the project has ended.

This decision also greatly facilitates the problem of "ownership": One of the most difficult tasks of "projects" is that of integrating products and processes into ongoing programs. If people are used who themselves are already "integrated," then ownership is almost guaranteed.

APPENDIX I

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APPENDIX II

MESA PUBLIC SCHOOLS

P.L. 90-576 Exemplary Funding

Budget, Expenditures and Balances
For the Period
7/1/75 to 6/30/76

	Grant Award	Expenditures	Balance Unused At 6/30/76
Salaries			
Specialists	$ 24,964.00	$ 21,764.00	$ 3,200.00
Director	24,112.00	24,123.00	(11.00)
Part-time Certificated	14,741.00	18,339.00	(3,598.00)
Substitutes	1,600.00	1,356.00	244.00
Secretarial-contract	5,580.00	5,399.32	180.68
Typists	5,320.00	5,939.99	(619.99)
Career Counseling Aides	20,000.00	18,324.67	1,675.33
	96,317.00	95,245.98	1,071.02
Employee Benefits	12,695.00	12,607.94	87.06
Supplies - Note 1	9,202.00	9,013.40	188.60
Postage	300.00	300.00	-0-
Telephone	300.00	198.41	101.59
Travel, trips	4,422.00	3,276.36	1,145.64
mileage	400.00	655.65	(255.65)
Contracted Services	12,835.96	12,012.33	823.63
Equipment	600.00	2,648.83	(2,048.83)
Equipment Rental	-0-	84.00	(84.00)
Total Direct Costs	137,071.96	136,042.90	1,029.06
Indirect Authorized	5,284.72	5,264.86	19.86
Grand Totals	$142,356.68	$141,307.76	$1,048.92
Cash Balance including 2 Year old uncashed warrant of $40.15 automatically cancelled			$1,089.07

Note 1 - Expenditure amount shown in the area of Supplies is the net amount after deposit of collections for printing costs which were handled as reversed expenditures:

Gross duplication supplies cost	$12,847.21
Less charges collected upon dissemination	3,833.81
Net supply cost	$ 9,013.40

MESA PUBLIC SCHOOLS

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ANNOTATED BIBLIOGRAPHY

ELEMENTARY CAREER GUIDANCE UNITS

KINDERGARTEN:

Self Awareness

The purpose of this unit is to develop in the kindergarten, an awareness of his senses and related body organs, of uniqueness and value as an individual. The activities provide opportunities for verbalizing feelings and increasing development of self-control.

FIRST GRADE:

Interpersonal Relations
Level I

This program is designed to lay a foundation for effective self understanding, interpersonal relations and problem solving. Classroom management may be extensively developed with the foundation of sharing and problem solving that is embedded in the activities.

SECOND AND THIRD GRADE:

Understanding Myself and Others
Level II

This program helps children become more aware of themselves and others through observing and practicing specific communication skills, and by being able to identify when they or others feel jealous, worried, terrified, proud, and inadequate.

Decision Making
Level II/III

This unit provides understanding of a process which is of value in solving problems and provides practice in using this process.

Self Awareness
Level II/III

The intent of this unit is to heighten the student's awareness of some of his abilities which are made possible through his senses, such as visual perception and visual memory, auditory perception and auditory memory, and spatial relationships.

Understanding Myself and Others
Level III

This unit provides opportunity for greater understanding of the following concepts: thinking is different from feeling, and it is possible to have conflicting feelings about the same thing or person and between what is known and what is felt. It will help students recognize and practice telling others how they feel and why, and also in finding out how others feel and why.

INTERMEDIATE:

Let's Talk About It

This unit is written to help students identify their feelings, to relate their feelings to their behavior, to understand others' behavior better, and to use these skills in talking about and solving problems.

Decisions and Values

This unit brings to attention the relationship between an individual's values and decisions. An understanding of values is developed, the sources of our values are identified and attention is given to the students' own values.

JUNIOR HIGH CAREER GUIDANCE UNITS

7th GRADE

Improving Study Habits - J-7 101

This unit is designed to assist the student in becoming more effective academically. This is done by assessing current study habits and academic performance. Learning to set goals, follow directions, and improve listening ability are also included.

Orientation - J-7 200

The purpose of this unit is to help the student recognize and develop self identity. This will be accomplished through understanding, developing, and establishing interpersonal and intrapersonal goals by identifying social skills through self inventories. The unit provides an introduction to the guidance units that are available.

All About You - J-7 201

This unit focuses on individual assessments in relation to future school and vocational goals. It deals with abilities and interests, values, physical traits, and personal and social behaviors.

Classes I Am Taking--Goals I Am Making - J-7 202 (Incomplete)

This unit deals with planning for future educational-vocational goals and applying information from present courses to help reach these goals. The student identifies specific goals and how classes in which he is presently enrolled are related to them. The culminating activity is enrollment in 8th grade classes which will appropriately fit his abilities, interests, values and goals.

Friends - J-7 301

This unit deals with improving relationships with others. It begins by exploring the concept of friends--what kinds of behaviors friends have that are acceptable and unacceptable. It goes on to define risks involved in maintaining friendships. It is suggested that this unit be taught during the first or second week of school.

Love - J-7 302

This unit deals with the broad concept of love and the student being better able to understand love. It begins by defining the different kinds of love. The unit then deals with people and/or things we love and ways of expressing this love. Finally, a plan for improving our expressions of love is effected by each student.

Someone To Talk To - J-7 304

This unit deals primarily with attitudes and appreciations. Recognizing the dependency each of us has on others while we work and play, it concerns itself with the development of an attitude of tolerance and appreciation for all people. It enables the student to learn how to select a significant other person to help him deal successfully with specific problems.

Emotions - J-7 401

This unit concerns itself with feelings and how they affect behavior. It develops the concept of interaction of feelings, behavior and conflict situations.

8th GRADE:

Information Explosion - J-8 206

This unit will help the student locate and use sources of information concerning his educational and vocational goals and to evaluate and use this information in an effective way. Included with this unit is a high school information pamphlet which gives required and elective classes for Mesa and Westwood High School.

Getting Along - J-8 301

This unit is an extension of the 7th grade unit, "Friends", and deals with areas of friendship such as the following: recognizing that relationships with friends may change; understanding the effects of the role parents play in relationships with friends; identifying positive and negative behavior which affect relationships; and, applying the ideas learned in this unit with selected friends.

Moods - J-8 401

This unit is an extension of the 7th grade unit, "Emotions", and deals with the understanding of moods that people have and ways of coping with these moods.

Decisions - J-8 403

This unit helps students to understand that everyone has problems which require effective ways of being dealt with. Finally, a five step problem-solving process is introduced.

9th GRADE

What Do I Like? - What Can I Do? - J-0 201

This unit is designed to develop the student's understanding of the Ohio Vocational Interest Survey given by the Mesa Public Schools to all ninth grade students. Student participation will include the test, vocabulary study, survey charts, and optional activities that help him relate the results of the test to his educational and vocational planning. The unit is primarily designed to be used with English classes and correlates with the adopted curriculum.

Looking Ahead - J-9 215

This unit introduces students to available business careers and provides information which will guide the student in preparing for those careers. The student is also exposed to sources of career information and gains a greater awareness of job requirements.

ALL GRADES:

Parents - J-303 (Incomplete)

The purpose of this unit is to assist in preventing and/or solving misunderstandings that may occur between students and their parents. Caution: This unit has been designed for use only with selected individuals or groups of students who have indicated a desire to solve problems with their parents.

SENIOR HIGH CAREER GUIDANCE UNITS

Orientation - SR-200

An introduction to the Mesa Career Guidance program. Makes the student aware of how his responsibilities differ in this program compared to a "regular" classroom.

Personal Characteristics - SR-201(A)

Makes the student aware of the ways in which people differ. Points out that these differences are the assets that make him a unique individual. Develops the idea that weak areas can, in many cases, be strengthened.

Who Am I? - SR-201(B)
Through testing and self-assessment, the student determines his abilities, interests, values and other characteristics. He/she organizes this data in a personal assessment summary which he is asked to review with his parents.

Planning, Choice--Not Chance - SR-202
By participating in the Life Careers game, the student is able to make decisions for a person entering the junior year of high school. As the game progresses, the student sees the effect of the decisions on the mythical person.

Trends - SR-205
The student is made aware of the way in which economic, social, and technological factors affect job opportunities.

The Information Explosion - SR-206
The student is introduced to the Occupational Outlook Handbook, The Dictionary of Occupational Titles, college catalogs, and private vocational school catalogs. He/she learns to use these sources, and others, to look up specific information. He/she also learns to evaluate the sources in terms of reliability, relevance and bias.

Exploring Goals - SR-207
The student compares the scores in his/her personal assessment summary to those of people now in twelve career clusters. He/she then identifies three long-range goals to study in depth through the use of twenty mini-pacs.

Putting It Together - SR-214
Enables the student to explore his/her long-range goals in depth by investigating various educational and vocational opportunities through observation, exposure or work experience.

Solving Problems With Parents - SR-301
This unit is designed to help the student cope with problems which he encounters with his parents and to enable him to decide upon a course of action to solve these problems. Includes how to deal with irreconcilable differences.

Learning To Listen, Listening To Learn - SR-303
Teaches the student to listen and through listening, to be more responsive to the feelings and needs of others.

Confidence - SR-304
Deals with the confidence--what it is, how it may be developed and improved in order for a student to feel more at ease with others.

Searching For The Positive Self - SR-402
Makes the student aware of his achievements and how he can share his achievements with others.

Title III TRAINING PACKAGE DESCRIPTIONS FOR THE GUIDANCE PRACTITIONER

ORIENTATION (Mini-Pac)
Provides a brief, demonstration overview to competency-based staff development training packages and to Mesa Public School's systematic planning approach to career guidance, counseling, placement and follow-up. Requires approximately one to two hours to complete.

ORIENTATION (Complete module)
Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15-20 hours to complete.

ASSESSING DESIRE OUTCOMES
Presents various methods of planning and conducting a needs assessment as well as ways of summarizing, analyzing, and reporting the data. Requires 15-20 hours to complete.

COMPUTER ASSISTED REPORTING
Explores various methods of utilizing the computer to process and analyze data gathered from a needs assessment. Requires 5-10 hours to complete.

CURRENT GUIDANCE PROGRAM ASSESSMENT
Provides an understanding of why a current guidance assessment is needed, how the assignment can be conducted, and what use can be made of the data after it is obtained. Requires 10-12 hours to complete.

DETERMINING PROGRAM GOALS AND OBJECTIVES
Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10-12 hours to complete.

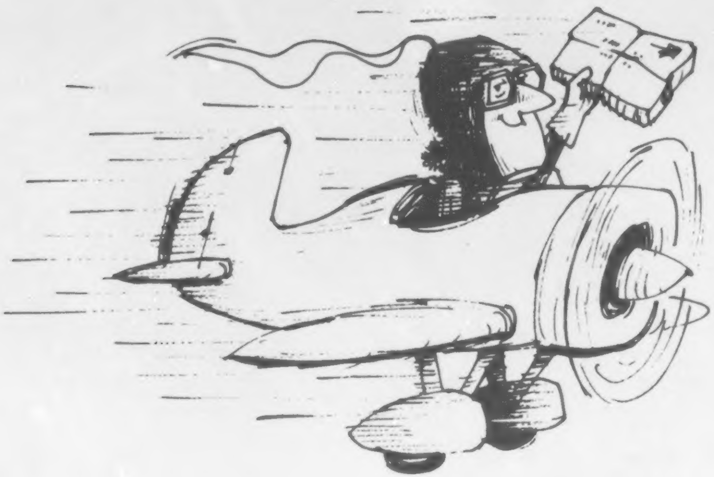
ALTERNATIVE STRATEGIES
Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12-15 hours to complete.

GROUP LEADERSHIP SKILLS
Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12-15 hours to complete.

THE USE OF PARAPROFESSIONALS AND AIDES IN A COMPREHENSIVE GUIDANCE PROGRAM

Examines the types of paraprofessionals and aides that can be utilized in a comprehensive guidance program, as well as exploring various methods and settings in which their time can be used. Requires 12-15 hours to complete.

CAREER GUIDANCE MATERIALS AVAILABLE



MAIL TO –

After many, many requests, Mesa Public Schools Career Guidance Program is finally in a position to share curricular material.

Mesa Public Schools Guidance Department in Mesa, Arizona, has been involved for the past four years in re-structuring its guidance department priorities through an accountability program. Our central theme has been Guidance applications to Career Education.

Our four year improvement program has been one of assessing current programs, identifying the gap between what is with what ought to be - - and finally, designing specific classroom material to meet validated student needs in observable, measureable terms.

The result has been a series of instructional units delivered in a team relationship between counselors and teachers to deliver a Comprehensive Career Guidance Program. The materials have all been validated by extensive classroom use and revision.

We now offer to share on a cost only basis with you who have similar objectives in mind. The materials listed are both for student use and for the use of those practitioners who would like to train themselves in various facets of program design and implementation. We hope you find this list of interest.

________ ☐ SUMMARY DESCRIPTION OF AVAILABLE MATERIALS
(No charge)

Quantity Ordered

ELEMENTARY GUIDANCE UNITS

KINDERGARTEN

________ ☐ SELF AWARENESS
76 pages Unit Cost – $2.28

FIRST GRADE

________ ☐ INTERPERSONAL RELATIONS – LEVEL I
165 pages Unit Cost – $4.95

SECOND AND THIRD GRADE

________ ☐ UNDERSTANDING MYSELF AND OTHERS – LEVEL II
168 pages Unit Cost – $5.04

________ ☐ DECISION MAKING – LEVEL II/III
55 pages Unit Cost – $1.65

________ ☐ SELF AWARENESS – LEVEL II/III
75 pages Unit Cost – $2.25

________ ☐ UNDERSTANDING MYSELF AND OTHERS – LEVEL III
165 pages Unit Cost – $4.98

INTERMEDIATE

________ ☐ LET'S TALK ABOUT IT
59 pages Unit Cost – $1.77

________ ☐ DECISIONS AND VALUES
38 pages Unit Cost $1.14

J–7 101 IMPROVING STUDY HABITS (Available Jan., 1976)

J–7 202 CLASSES I AM TAKING - GOALS I AM MAKING
(Available Jan., 1976)

J–8 401 MOODS
(Available Jan., 1976)

SENIOR HIGH UNITS

Quantity Ordered			
______	☐ SR 200	ORIENTATION	Unit Cost – $1.05
______		☐ TC – 16 pages	$ .48
______		☐ SB – 12 pages	$ .36
______		☐ SG – 7 pages	$ .21
______	☐ SR 202	PLANNING, CHOICE – NOT CHANCE	Unit Cost – $ .42
______		☐ TC – 14 pages	$ .42
______	☐ SR 205	TRENDS	Unit Cost – $1.08
______		☐ TC – 14 pages	$ .42
______		☐ SB – 11 pages	$ .33
______		☐ SG – 11 pages	$ .33
______	☐ SR 206	INFORMATION EXPLOSION	Unit Cost – $1.95
______		☐ TC – 20 pages	$ .60
______		☐ SB – 24 pages	$ .24
______		☐ SG – 21 pages	$ .63
______	☐ SR 201A	PERSONAL CHARACTERISTICS	Unit Cost – $ .96
______		☐ TC – 11 pages	$ .33
______		☐ SB – 14 pages	$ .42
______		☐ SG – 7 pages	$ .21
______	☐ SR 201B	WHO AM I?	Unit Cost – $1.83
______		☐ TC – 17 pages	$ .51
______		☐ SB – 33 pages	$ .99
______		☐ SG – 6 pages	$ .18
______		☐ Personal Assessment Summary	$ .15
______	☐ SR 207	EXPLORING GOALS	Unit Cost – $10.35
______		☐ TC – 13 pages	$ .39
______		☐ SB – 16 pages	$ .48
______		☐ SG – 11 pages	$ .33
______		☐ Resource Supplement-41 pages	$1.23
______		☐ Mini-Pacs - 264 pages	$7.92
______	☐ SR 304	CONFIDENCE	Unit Cost – $ .48
______		☐ TC – 16 pages	$ .48
______	☐ SR 303	LEARNING TO LISTEN-LISTENING TO LEARN	$1.05
______		☐ TC – 35 pages	$1.05
______	☐ SR 301	PROBLEMS WITH PARENTS	Unit Cost – $ .57
______		☐ TC –19 pages	$ .57
______	☐ TEACHER/COUNSELOR SUPPLEMENTS	227 pages	Unit Cost – $6.81

SR 214 PUTTING IT TOGETHER (Available Jan., 1976)

SR 301 SEARCHING FOR THE POSITIVE SELF
(Available Jan., 1976)

STAFF TRAINING MODULES

Each Module will require from ten to fifteen hours of participation time.

Quantity Ordered				
______	☐	TP–P-1	ORIENTATION	Cost – $3.10
______	☐	TP–P-2	ASSESSING DESIRED OUTCOMES	Cost – $3.60
______	☐	TP–P-3	COMPUTER ASSISTED REPORTING	Cost – $2.40
______	☐	TP–P-4	CURRENT GUIDANCE PROGRAM ASSESSMENT	Cost – $2.50
______	☐	TP–P-5	DETERMINING PROGRAM GOALS AND OBJECTIVES	Cost – $2.70
______	☐	TP–S-1	ALTERNATIVE STRATEGIES	Cost – $3.50
______	☐	TP–I-1	GROUPS AND GROUP LEADERSHIP SKILLS	Cost – $3.50
______	☐	TP–I-2	PLANNING PARAPROFESSIONAL PROGRAMS	Cost – $3.50

______________ Total cost of materials ordered

Mesa Public Schools
George N. Smith, Superintendent

Please send the checked material in the quantity indicated. I agree to pay cost plus packaging and postage.

Please ship:

☐ Library rates
☐ Fourth class special handling
☐ First class
☐ Air Mail

Total Amount of Order______________

SEND MATERIALS TO:

Name______________________________________

School or Organization______________________________

Address______________________________________

____

We are charging approximately $ .03 per page on a non-profit basis. This is probably cheaper than these materials can be duplicated.

KEY:

TC – Teacher/Counselor Unit
SB – Student Booklet
SG – Student Guide
TP – Training Packages

JUNIOR HIGH UNITS

Quantity Ordered		
____	☐ J–7 301 FRIENDS	Unit Cost – $ .42
	☐ TC – 14 pages	$ .42
____	☐ J–7 200 ORIENTATION	Unit Cost – $1.29
____	☐ TC – 30 pages	$ .90
____	☐ SB – 13 pages	$ .39
____	☐ J–7 304 SOMEONE TO TALK TO	Unit Cost – $1.56
____	☐ TC – 42 pages	$1.26
____	☐ SB – 10 pages	$ .30
____	☐ J–7 401 EMOTIONS	Unit Cost – $1.74
____	☐ TC – 51 pages	$1.53
____	☐ SB – 7 pages	$ .21
____	☐ J–7 302 LOVE	Unit Cost – $ .63
____	☐ TC – 18 pages	$ .54
____	☐ SB – 3 pages	$ .09
____	☐ J–8 403 DECISIONS	Unit Cost – $1.17
____	☐ TC – 24 pages	$ .72
____	☐ SB – 15 pages	$ .45
____	☐ J–8 206 INFORMATION EXPLOSION	Unit Cost – $1.68
____	☐ TC – 18 pages	$ .54
____	☐ SB – 11 pages	$ .33
____	☐ SG – 21	$ .63
____	☐ Supplement – 6 pages	$ .18
____	☐ J–9 201 WHAT DO I LIKE?–WHAT CAN I DO?!	Unit Cost – $1.71
____	☐ TC – 46 pages	$1.38
____	☐ SB – 11 pages	$ .33
____	☐ J–7 201.01 ALL ABOUT YOU J–7 201.02 (Abilities and Interests)	Unit Cost – $1.05
____	☐ TC – 21 pages	$ .63
____	☐ SB – 14 pages	$ .42
____	☐ J–7 201.03 ALL ABOUT YOU J–7 201.04 (Values)	Unit Cost – $1.14
____	☐ TC – 21 pages	$ .63
____	☐ SB – 17 pages	$ .51
____	☐ J–7 201.05 ALL ABOUT YOU J–7 201.06 (Physical Traits)	Unit Cost – $ .51
____	☐ TC – 10 pages	$ .30
____	☐ SB – 7 pages	$ .21
____	☐ J–7 201.07 ALL ABOUT YOU J–7 201.08 (Personal and Social Behaviors)	Unit Cost – $ .87
____	☐ TC – 16 pages	$ .48
____	☐ SB – 13 pages	$ .39
____	☐ J–8 301 GETTING ALONG	Unit Cost – $ .72
	☐ TC – 19 pages	$ .57
	☐ SB – 5 pages	$ .15
____	☐ J–9 215 LOOKING AHEAD	Unit Cost – $1.59
	☐ TC – 39 pages	$1.17
	☐ SB – 14 pages 80	$ .42

stamp

— BUSINESS REPLY —

MESA PUBLIC SCHOOLS
Guidance Department
140 South Center
Mesa, Arizona 85202

80A

APPENDIX V

Career Guidance Strategies in Arizona

THIS GUIDANCE MODEL WAS DEVELOPED IN COOPERATION WITH THE CAREER GUIDANCE, COUNSELING AND PLACEMENT PROJECT, UNIVERSITY OF MISSOURI–COLUMBIA, FUNDED THROUGH A GRANT (OEG–0–71–4463) FROM THE U.S. OFFICE OF EDUCATION, BUREAU OF OCCUPATIONAL AND ADULT EDUCATION.

CAREER GUIDANCE

STRATEGIES FOR DEVELOPING AND IMPLEMENTING CAREER GUIDANCE, COUNSELING, AND PLACEMENT PROGRAMS IN ARIZONA

Prepared in conjunction with
Delbert Jerome
State Department Specialist
Career Development and Guidance
Under the direction of
Carolyn Warner
Superintendent of Public Instruction
Arizona State Department of Education

This booklet was prepared by the following people:
Byron E. McKinnon - editor
Brenda B. Even – Betty J. Newlon
Delbert R. Jerome
Veda Syers

We hope it somewhat represents the current thinking of professional guidance workers in the state of Arizona. Failing this, we hope it is provocative enough to generate additional energies so that such a statement shall be quickly forthcoming.

Illustrations & Layout by J. M. Garrett
Printed by Mesa Public Schools Print Shop

1912

CAROLYN WARNER
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-4361

Career Education has been a vital part of the total educational effort in Arizona for the last five years.

Career development is an essential component of career education. It is also a continuous and complicated process that demands the involvement and team efforts of all educators at all grade levels.

This handbook demonstrates variations of three field-tested approaches in Arizona which have included counselors, teachers, students and parents in efforts to help students attain self-satisfying degrees of career maturity.

May this be the beginning of a source of assistance regarding career guidance, counseling and placement.

Carolyn Warner

Mrs. Ronald H. Warner
Superintendent

Preface

Career Education promises to become an important educational reform movement in this State. It is a growing influence in most schools because it is helping to bridge the gap between school and community. Ultimately, Career Education can become the means of welding together the best educational alternatives available from our many faceted society into a much more effective learning environment for all students.

What a marvelous framework for guidance people! The many highly trained, competent, practicing counselors throughout the State are an asset of inestimable value to a movement that places such a high priority upon the worth of the individual, and such emphasis upon individual decision making. Nowhere in the educational milieu is there a better vehicle for counselors to use in helping young people in their reach for optimal development.

With emphasis on Career Education, counseling and guidance assume new dimensions. The need for the one-to-one relationship will always remain paramount. However, since Career Education attempts to deal with the entire educational process, the more traditional disciplines and responsibilities must be reassessed and fitted in as a part of the total pattern.

This may partly explain why, in many instances, that the guidance procedures in Career Education are being carried out - - if at all - - by people other than the professionally prepared school counselor. This seems an unfortunate and a serious waste of talent; a disservice to students; and a deficiency that this handbook hopes to help alleviate.

Among the proliferation of written materials about Career Education there is little, except theory, that deals specifically with the role and functions of the counselor.

This handbook has been prepared by counselor practitioners from experiences based upon involvement in guidance oriented, Career Education programs. No other degree of expertise is implied, or is to be assumed. The content is intended to help the counselor who wants to start or fit within a program of Career Education. It contains a minimum of theory and a maximum of application. It is hoped that it will not only prove helpful, but more importantly, that it will also serve as a beginning of an on-going professional diologue regarding career guidance, counseling and placement.

T1/sb/01/12.9

Delbert R. Jerome

Delbert Jerome
Guidance/Career Development Specialist
Arizona Department of Education
Vocational Education Division

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What is Career Guidance ?

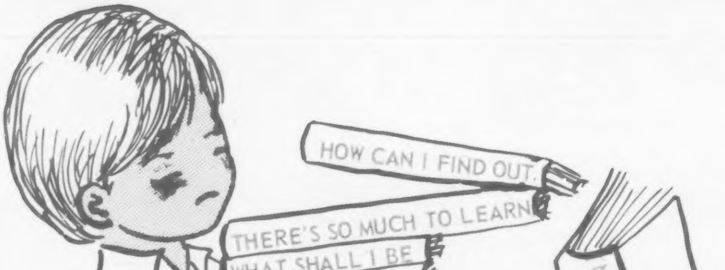
One answer might be.....

It is solving a problem.

OR →

Better still.....

It is learning to solve the many problems which each of us face all the time.



SO →

Learning to solve problems better is really what we mean by CAREER DEVELOPMENT

Actually ——→

Career Development can be divided into FIVE interacting themes:

1. Understanding Myself & Others
2. Understanding the World
3. Obtaining Skills & Experience
4. Problem Solving Style
5. Achieving Identity

Simply stated ⟶

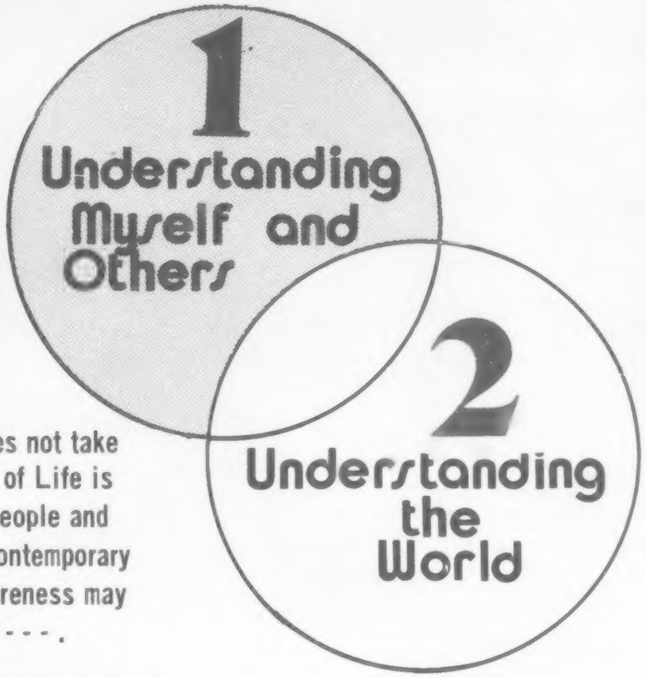
1

1 Understanding Myself and Others

The search for oneself and how to relate with others in a finite world are urgent and growing needs . . . . .

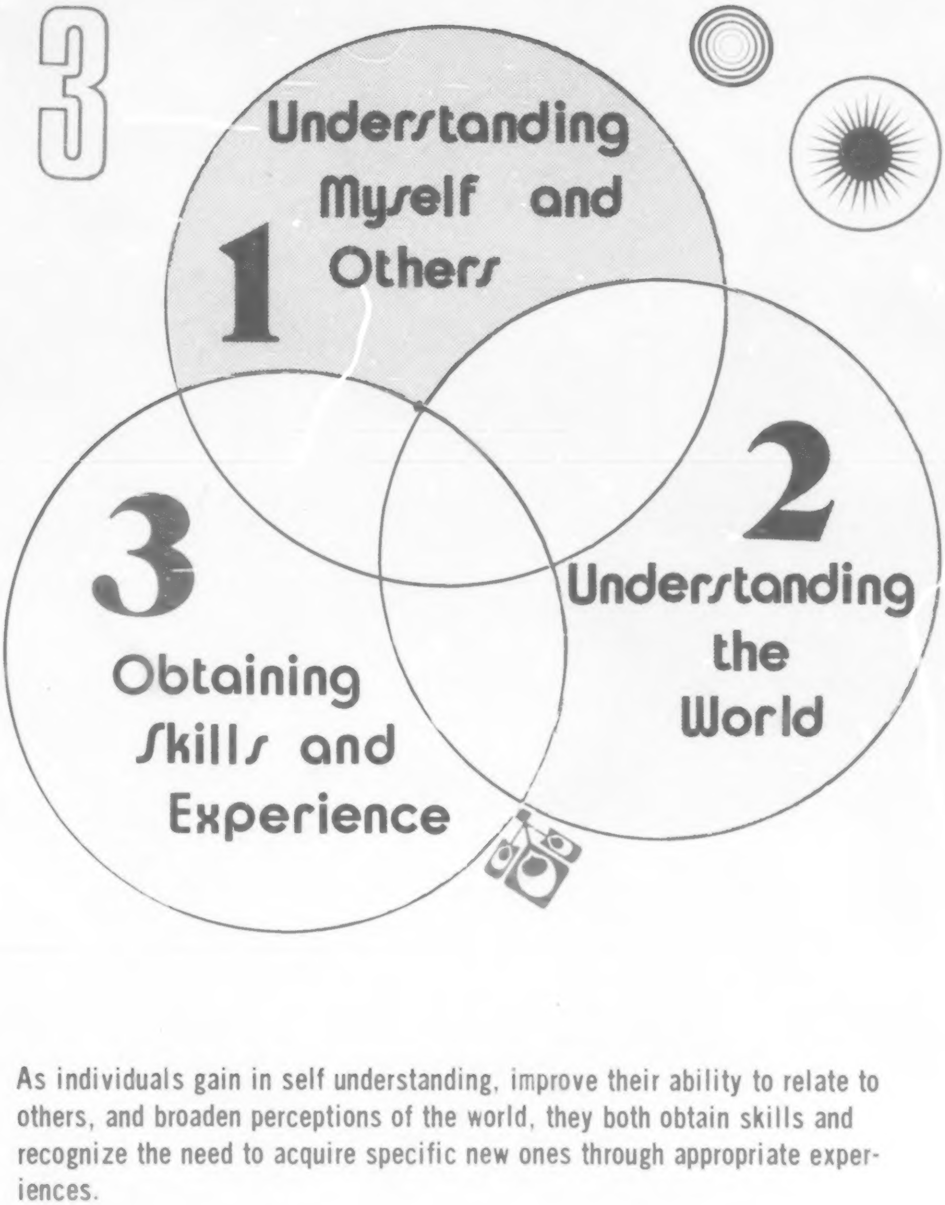
However →

2



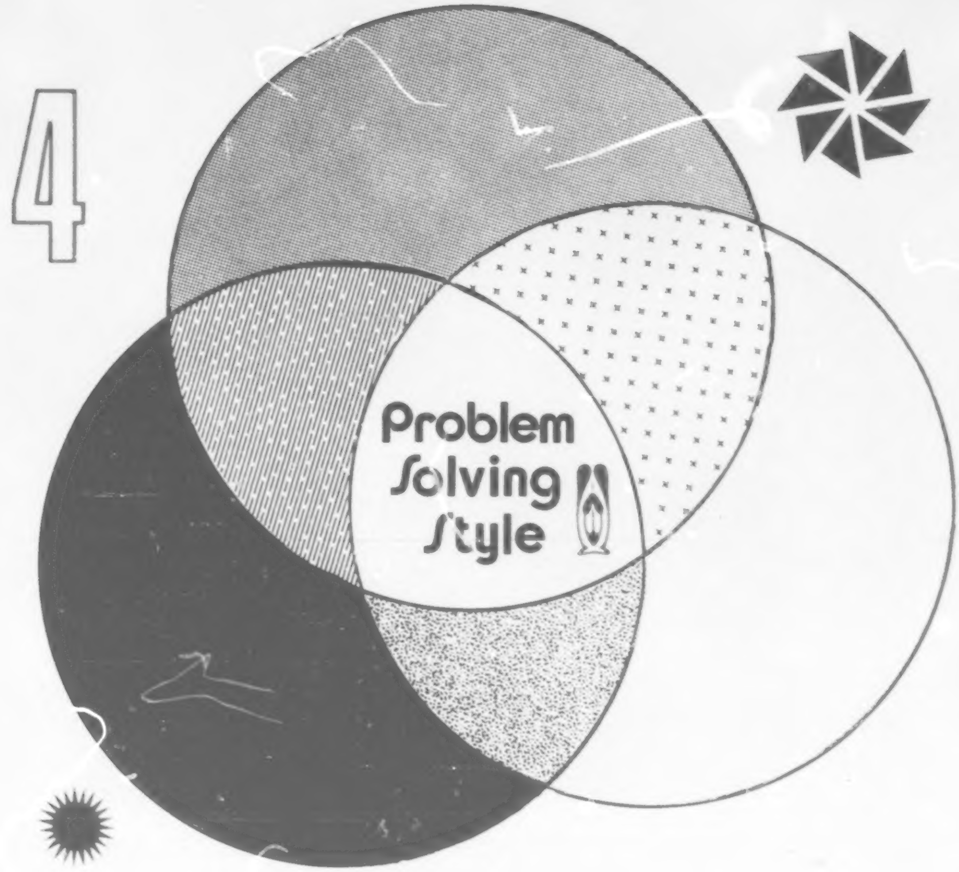
One's process of becoming does not take place in a vacuum. The Circle of Life is inextricably intertwined with people and conditions that comprise the contemporary world. Only through better awareness may one find an optimal place in it - - - .

Therefore →


3
1
Understanding Myself and Others
2
Understanding the World
3
Obtaining Skills and Experience

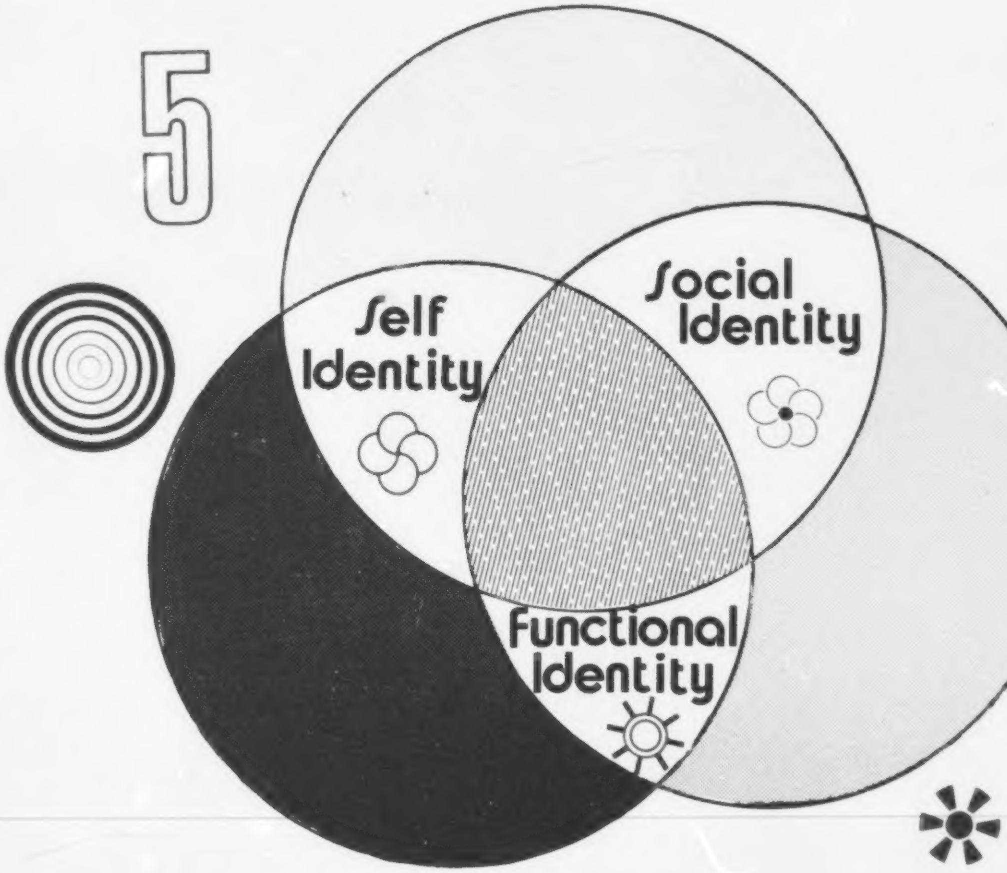
As individuals gain in self understanding, improve their ability to relate to others, and broaden perceptions of the world, they both obtain skills and recognize the need to acquire specific new ones through appropriate experiences.

Thus ⟶



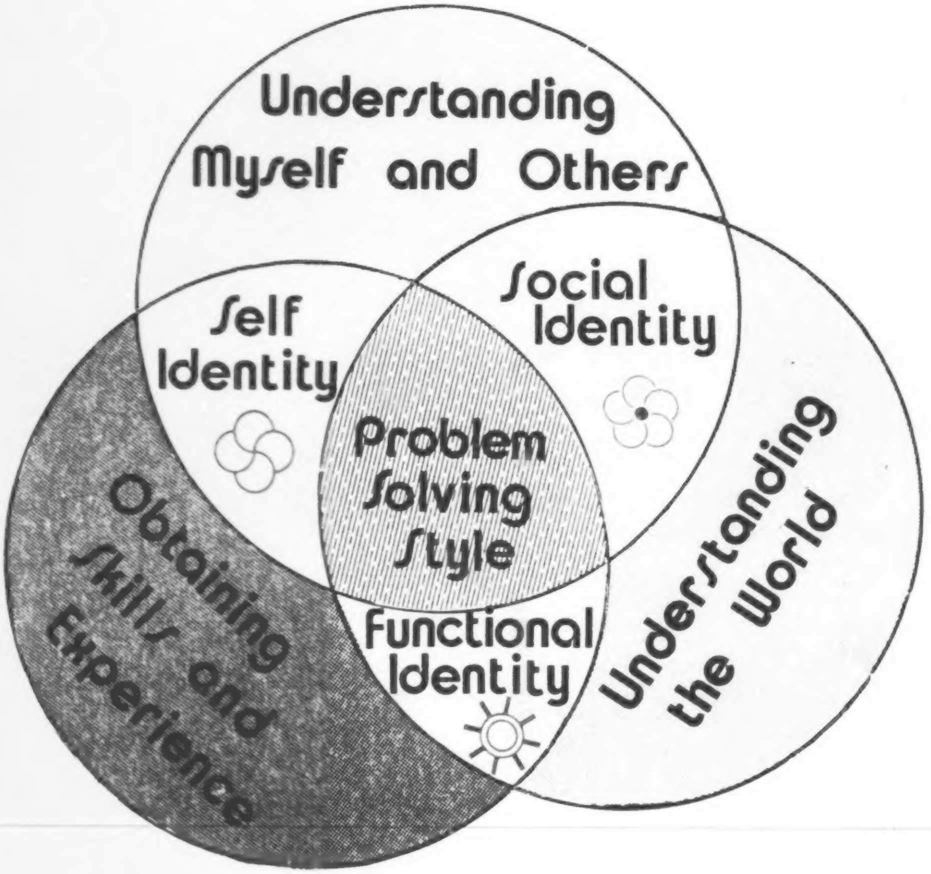
The fourth theme, an effective problem solving style, is central to the Career Developmental process. Everyone, of course, has a problem solving style but usually it can be greatly improved upon - - - .

It
seems clear then that →



When all of these Career Development themes interact together, one begins to reach career maturity. In so doing, each individual achieves the fifth theme, an increased sense of identity - - - a sort of "Ah-ha" process that gives one a more precise vision of "This is me" - - - and "This is what I want to do about it" - - - .

Now then ⟶



These interacting themes symbolize the individual as having increased understanding of self and the world; as being in the process of acquiring appropriate skills - both human and technical, and as thus clarifying personal identity toward achieving career maturity.

Program Alternatives

A definition and a statement of philosophy are nice and it is hoped that these preliminary statements will provoke discussion and input from all appropriate sources to the end that a viable consensus might be arrived at and a final position paper can be produced. However, the primary purpose of this paper is intended as an aid for those who want to get involved and are not sure just how or where to start.

To this end the remainder of this booklet will be a presentation of several validated Program Alternatives.

Note: A much more detailed description of these illustrated concepts can be obtained from the Mesa Public Schools Guidance Department.

Systems Approach

(A Go-for-broke System)

BYRON E. McKINNON
DIRECTOR OF GUIDANCE
MESA PUBLIC SCHOOLS
MESA, ARIZONA

VEDA SYERS
OPERATIONS GUIDANCE
AQUA FRIA UNION HIGH SCHOOL
AVONDALE, ARIZONA

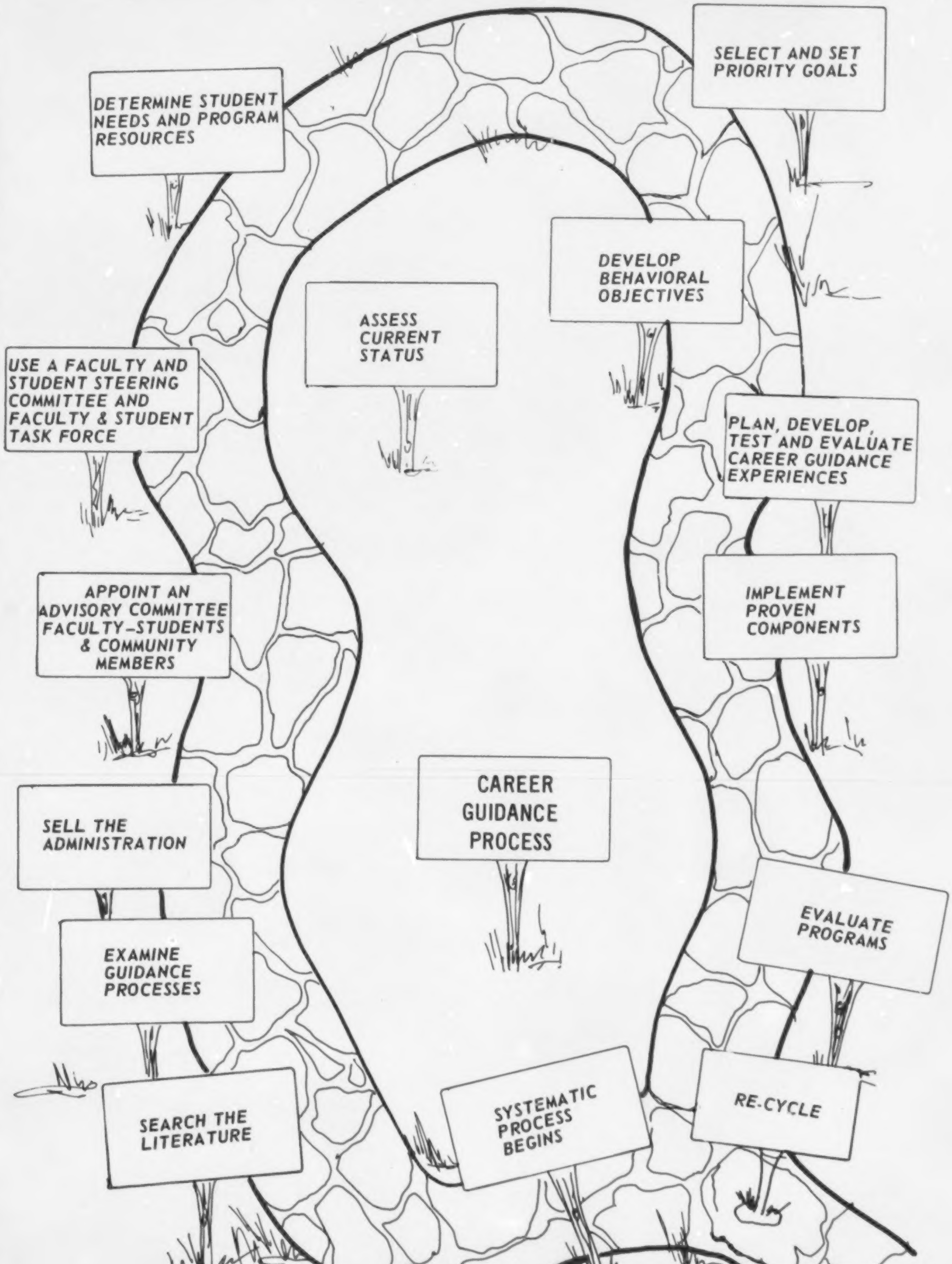
Overview

As the title implies, the systems approach is a series of very carefully planned and executed steps with a continuous built-in feedback program. The feedback system permits both the careful focus of energy toward a specific objective and also permits data gathered from activities designed to achieve such objectives to influence subsequent activities.

Such a program revolves around establishing a data base such as a needs assessment and then from this data base designing a program to deliver behavior outcomes.Salient parts of the program involve the following steps:

1. Setting goals
2. Determining behavioral objectives to achieve these goals
3. Designing activities to deliver the objectives
4. Setting up evaluative strategies that will give continuous feedback on the effectiveness of all steps and of the overall program.

Graphically portrayed, the process looks something like the following schematic:


CAREER GUIDANCE PROCESS
SYSTEMATIC PROCESS BEGINS
SEARCH THE LITERATURE
EXAMINE GUIDANCE PROCESSES
SELL THE ADMINISTRATION
APPOINT AN ADVISORY COMMITTEE FACULTY-STUDENTS & COMMUNITY MEMBERS
USE A FACULTY AND STUDENT STEERING COMMITTEE AND FACULTY & STUDENT TASK FORCE
DETERMINE STUDENT NEEDS AND PROGRAM RESOURCES
ASSESS CURRENT STATUS
SELECT AND SET PRIORITY GOALS
DEVELOP BEHAVIORAL OBJECTIVES
PLAN, DEVELOP, TEST AND EVALUATE CAREER GUIDANCE EXPERIENCES
IMPLEMENT PROVEN COMPONENTS
EVALUATE PROGRAMS
RE-CYCLE

Blueprint of a Systematic Career Guidance Approach

The task of constructing a new guidance approach required an overall blueprint, which is illustrated below

A COMPREHENSIVE APPROACH FOR DEVELOPING AND EVALUATING CAREER GUIDANCE PROGRAMS

Planning Programs	Context Evaluation
Structuring Programs	Input Evaluation
Implementing Programs	Process Evaluation
Making Decisions Based on Program Outcomes	Product Evaluation

Each of the four components named above represents an important phase associated with developing guidance programs and each component is accompanied by an appropriate type of evaluation to provide for necessary feedback.

Planning:

Planning Tasks

In order to successfully plan a guidance program, the planner ideally should accomplish at least the following tasks:

- state the general purposes for which the program will be designed
- describe the program's target population
- assess the desired student outcomes (based on data gathered from students, parents, teachers, counselors and others)
- assess the status of each student in respect to these desired outcomes
- specify the student needs (all differences between current and desired status) which the ideal program will try to resolve
- state the resources and constraints which characterize the setting in which the program will operate
- state program goals and objectives for the proposed program which will reconcile differences between the ideal program and the constraints of the setting

Context evaluation conducted during this initial phase entails assessing the effectiveness, efficiency, and desirability of each of the seven activities listed above. Input is constantly sought and used while plans are being formulated. Such input must be evaluated; thus, from the beginning the planner seeks continuous formative evaluation. The evaluation data in the planning phase focus upon describing the system into which a program is to be placed, such as available resources and personnel, and demographic features of the school and community. These data will be helpful in stating youth and system needs and specifying goal statements related to the needs.

Structuring:

Structuring Tasks

Following completion of the activities described in the previous section, it becomes possible to make decisions related to the specific structure of each proposed program. This process includes the following tasks:

- Specify measurable objectives for each guidance program
- Indicate the target group of students who will participate in each program and their current skill levels relative to the objectives of the program
- List all possible and available procedures and materials which can be used to help students attain their objectives
- Choose the most appropriate procedures and materials for each program
- Disseminate information about the programs to staff, students, parents, and others for their input

Thus, in the structuring phase, the nature of the target population, goal statements, and conditions for evaluation provide the basis for considering and establishing strategies that can help participants achieve their performance objectives. The strategies can include activities of counseling personnel. Available methods, media, and materials can be used and new procedures and materials can be developed when the goals of each program demand them. Similarly, structuring decisions concern the design of activities that participants will perform to achieve their objectives. Thus, the process and product objectives of program personnel must be correlated with those of participants to provide options that are tailored to individual needs and that are based on a flexible set of alternatives.

Input evaluation accompanies this phase, assessing the effectiveness, efficiency, and desirability of the above types of structuring tasks. This evaluation utilizes the input of those who will be affected by the proposed programs to help ensure that the programs are of the best possible design and will have broad support when they are ready to be implemented.

Implementing:

Implementation Tasks

Once the purposes, goals, and objectives of a career planning and development program are carefully specified and materials are collected or developed for it, the selected students must have ample opportunities to participate in activities that will help them achieve their performance objectives. The likelihood that youths will be exposed to such opportunities will be increased if counseling personnel execute these tasks:

- arrange field tests of materials and procedures
- revise or replace material which does not neet the criteria set for it as indicated by measurements conducted during field tests
- implement each program with the help of qualified counseling personnel and have it operate as it was planned and structured, with few (if any) negative side effects.

In this phase, process evaluation is used to measure the effectiveness, efficiency, and desirability of all aspects of implementation. The data from this type of evaluation should answer the questions: Did we deliver what we promised? Did we deliver in the most efficient, effective, and desirable way?

Making Decisions Based On Evaluation Data

Evaluation Tasks

Evaluation is an important component of each of the aspects of program development which have been discussed. Thus, context evaluation was linked to planning, input evaluation to structuring, and process evaluation to implementation. All of these are types of formative evaluations which help to improve the processes by which program planning, structuring, and evaluation take place. During implementation, it is possible to turn to product evaluation which ascertains whether programs are:

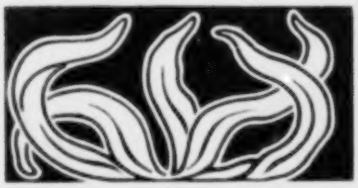
1. Producing the products, or outcomes, for which they were designed
2. Resulting in unanticipated side effects, both positive and negative

To accomplish this summative evaluation, the following tasks should be achieved:

- determine the costs, short- and long-range effects, and cost-effectiveness, and cost-efficiency relationships of the programs
- report upon the overall desirable and undesirable outcomes and side effects of each program
- make decisions regarding:
    - additional qualifications required of counseling personnel
    - modification of available resources and the need for new resources
    - modification of existing programs
    - follow-up programs which may be required

AVAILABLE RESOURCES

Contact Person: Byron E. McKinnon
Director of Guidance
Mesa Public Schools
140 South Center
Mesa, Arizona 85202
Phone: 962-7331



MATERIALS AVAILABLE

Elementary

KINDERGARTEN:

Self Awareness

FIRST GRADE:

Interpersonal Relations
Level I

SECOND AND THIRD GRADE:

Understanding Myself and Others
Level II

Decision Making
Level II/III

Self Awareness
Level II/III

Understanding Myself and Others
Level III

FOURTH, FIFTH AND SIXTH GRADES:

Let's Talk About It
Decisions and Values
*

* Others are being developed

This is a developmental series for the elementary grades designed to help children feel better about themselves and others, get in touch with their feelings, respect their abilities and solve problems more effectively.

Junior High

7th GRADE:

Improving Study Habits – J-7 101

This unit is designed to assist the student in becoming more effective academically. This is done by assessing current study habits and academic performance. Learning to set goals, follow directions, and improve listening ability are also included.

Orientation – J-7 200

The purpose of this unit is to help the student recognize and develop self identity. This will be accomplished through understanding, developing, and establishing interpersonal and intrapersonal goals by identifying social skills through self inventories. The unit provides an introduction to the guidance units that are available.

All About You – J-7 201

This unit focuses on individual assessments in relation to future school and vocational goals. It deals with abilities and interests, values, physical traits, and personal and social behaviors.

Classes I Am Taking - - Goals I Am Making – J-7 202 (Incomplete)

This unit deals with planning for future educational-vocational goals and applying information from present courses to help reach these goals. The student identifies specific goals and how classes in which he is presently enrolled are related to them. The culminating activity is enrollment in 8th grade classes which will appropriately fit his abilities, interests, values, and goals.

Friends – J-7 301

This unit deals with improving relationships with others. It begins by exploring the concept of friends - - what kinds of behaviors friends have that are acceptable and unacceptable. It goes on to define risks involved in maintaining friendships. It is suggested that this unit be taught during the first or second week of school.

Love – J-7 302

This unit deals with the broad concept of love and the student being better able to understand love. It begins by defining the different kinds of love. The unit then deals with people and/or things we love and ways of expressing this love. Finally, a plan for improving our expressions of love is effected by each student.

Someone To Talk To – J-7 304

This unit deals primarily with attitudes and appreciations. Recognizing the dependency each of us has on others while we work and play, it concerns itself with the development of an attitude of tolerance and appreciation for all people. It enables the student to learn how to select a significant other person to help him deal successfully with specific problems.

Emotions – J-7 401

This unit concerns itself with feelings and how they affect behavior. It develops the concept of interaction of feelings, behavior and conflict situations.

8th GRADE:

Information Explosion – J-8 206

This unit will help the student locate and use sources of information concerning his educational and vocational goals and to evaluate and use this information in an effective way. Included with this unit is a high school information pamphlet which gives required and elective classes for Mesa and Westwood High School.

Getting Along – J-8 301

This unit is an extension of the 7th grade unit, "Friends", and deals with areas of friendship such as the following: recognizing that relationships with friends may change; understanding the effects of the role parents play in relationships with friends; identifying positive and negative behavior which affect relationships; and, applying the ideas learned in this unit with selected friends.

Moods – J-8 401

This unit is an extension of the 7th grade unit, "Emotions", and deals with the understanding of moods that people have and ways of coping with these moods.

Decisions – J-8 403

This unit helps students to understand that everyone has problems which require effective ways of being dealt with. Finally, a five step problem-solving process is introduced.

9th GRADE:

What Do I Like? – What Can I Do? – J-9 201

This unit is designed to develop the student's understanding of the Ohio Vocational Interest Survey given by the Mesa Public Schools to all ninth grade students. Student participation will include the test, vocabulary study, survey charts, and optional activities that help him relate the results of the test to his educational and vocational planning. The unit is primarily designed to be used with English classes and correlates with the adopted curriculum.

Looking Ahead – J-9 215

This unit introduces students to available business careers and provides information which will guide the student in preparing for those careers. The student is also exposed to sources of career information and gains a greater awareness of job requirements.

ALL GRADES:

Parents – J-303

The purpose of this unit is to assist in preventing and/or solving misunderstandings that may occur between students and their parents. Caution: This unit has been designed for use only with selected individuals or groups of students who have indicated a desire to solve problems with their parents.

Senior High

Orientation – SR-200

An introduction to the Mesa Career Guidance program. Makes the student aware of how his responsibilities differ in this program compared to a "regular" classroom.

Personal Characteristics – SR-201 (A)

Makes the student aware of the ways in which people differ. Points out that these differences are the assets that make him a unique individual. Develops the idea that weak areas can, in many cases, be strengthened.

Who Am I? – SR-201 (B)

Through testing and self-assessment the student determines his abilities, interests, values and other characteristics. He/she organizes this data in a personal assessment summary which he is asked to review with his parents.

Planning, Choice - - Not Chance – SR-202

By participating in the Life Careers game the student is able to make decisions for a person entering the junior year of high school. As the game progresses the student sees the effect of the decisions on the mythical person.

Trends – SR-205

The student is made aware of the way in which economic, social and technological factors affect job opportunities.

The Information Explosion – SR-206

The student is introduced to the Occupational Outlook Handbook, The Dictionary of Occupational Titles, college catalogs, and private vocational school catalogs. He/she learns to use these sources, and others, to look up specific information. He/she also learns to evaluate the sources in terms of reliability, relevance and bias.

Exploring Goals – SR-207

The student compares the scores in his/her personal assessment summary to those of people now in twelve career clusters. He/she then identifies three long-range goals to study in depth through the use of twenty mini-pacs.

Putting It Together – SR-214

Enables the student to explore his/her long-range goals in depth by investigating various educational and vocational opportunities through observation, exposure or work experience.

Solving Problems With Parents – SR-301

This unit is designed to help the student cope with problems which he encounters with his parents and to enable him to decide upon a course of action to solve these problems. Includes how to deal with irreconcilable differences.

SENIOR HIGH CAREER GUIDANCE UNITS – continued

Learning To Listen, Listening To Learn – SR-303

Teaches the student to listen and through listening to be more responsive to the feelings and needs of others.

Confidence – SR-304

Deals with the confidence - - what it is, how it may be developed and improved in order for a student to feel more at ease with others.

Searching For The Positive Self – SR-402

Makes the student aware of his achievements and how he can share his achievements with others.

Title III Training Packages

ORIENTATION (Mini-Pac)

Provides a brief, demonstration overview to competency-based staff development training packages and to Mesa Public Schools' systematic planning approach to career guidance, counseling, placement and follow-up. Requires approximately 1–2 hours to complete.

ORIENTATION (Complete module)

Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15–20 hours to complete.

ASSESSING DESIRED OUTCOMES

Presents various methods of planning and conducting a needs assessment as well as ways of summarising, analyzing, and reporting the data. Requires 15–20 hours to complete.

COMPUTER ASSISTED REPORTING

Provides a general knowledge of the process necessary to develop an effective Computer Information System and enables the participant to select the best approach for gathering and analyzing data from all available options, for a district's particular needs.

CURRENT GUIDANCE PROGRAM ASSESSMENT

Provides an understanding of why a current guidance program assessment is needed, how the assignment can be conducted, and what use can be made of the data after it is obtained. Requires 10–12 hours to complete.

TITLE III TRAINING PACKAGE DESCRIPTIONS – Continued

DETERMINING PROGRAM GOALS AND OBJECTIVES

Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10–12 hours to complete.

ALTERNATIVE STRATEGIES

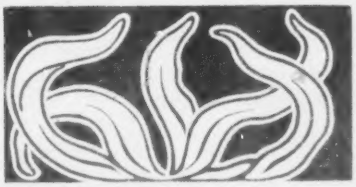
Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12–15 hours to complete.

GROUP LEADERSHIP SKILLS

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12–15 hours to complete.

THE USE OF PARAPROFESSIONALS AND AIDES IN A COMPREHENSIVE GUIDANCE PROGRAM

Examines the types of paraprofessionals and aides that can be utilized in a comprehensive guidance program as well as exploring various methods and settings in which their time can be used. Requires 12–15 hours to complete.



Contact Person: Veda Syers
Career Guidance Project
Aqua Fria High School
530 East Riley Drive
Avondale, Arizona 85323
Phone: 932–3908

MATERIALS AVAILABLE

FRESHMAN ORIENTATION UNIT

Length – 5 weeks
Available upon request

Description: A unit designed for ninth grade and transfer students to acquaint the student with the guidelines of the Guidance Department in relation to the high school.

CAREER DAY UNIT

Length – 5 weeks
Aqua Fria High School and Estrella Rotary Club-Co-sponsors

Description: A step-by-step procedural guide to enable a school to plan and execute a career day.

SOCIAL/PERSONAL COUNSELING UNIT

Length – 1 year with semester surveys

Description: A one-year unit designed for counselors to develop and implement interview schedules for students. A semester survey is included to be administered to students, faculty, and administrators to establish the effectiveness of the unit.

COURSE SELECTION UNIT

Length – one year with semester surveys

Description: A one-year unit designed for counselors to assist students with status of credits and graduation requirements. A semester survey is included to be administered to students, faculty, and administrators to establish the effectiveness of the unit.

RESOURCES RECOMMENDED:

Career Guidance: A Handbook of Methods by Robert E. Campbell, Garry R. Walz, Juliet Z. Miller, Sara F. Kriger. Charles E. Merrill Publishing Co., Columbus, Ohio. Copyright 1973 by C.V. E. Ohio State University.

Developing Attitude Toward Learning by Robert F. Mager. Copyright 1968. Fearon Publishers/Lear Siegler Inc. Education Division, Sixth Davis Drive, Belmont, California 94002.

Preparing Instructional Objectives by Robert F. Mager. Copyright 1962. Fearon Publishers/Lear Siegler Inc. Education Division, Sixth Davis Drive, Belmont, California 94002.

The Consultant Approach

Brenda B. Even, Ph.D.
CAREER EDUCATION SPECIALIST
UNIVERSITY OF ARIZONA

Betty J. Newlon, Ed.D.
CAREER EDUCATION SPECIALIST
UNIVERSITY OF ARIZONA

So much for the Systems Approach. This particular terminology used to describe one approach to educational change certainly does not mean that other approaches cannot be and are not systematic and effective.

Indeed there are many avenues for change being pursued by growing numbers of guidance practitioners who are responding to the acute need for guidance services to be more responsive and effective.

One of the most promising of these is the Counselor as Consultant.

The Pima County Career Education Project is one which, in the opinion of many, best exemplifies the application of the Counselor/ Consultant role as it applies to Career Guidance.

The next section of this booklet will devote itself to a presentation of the salient points of this approach.

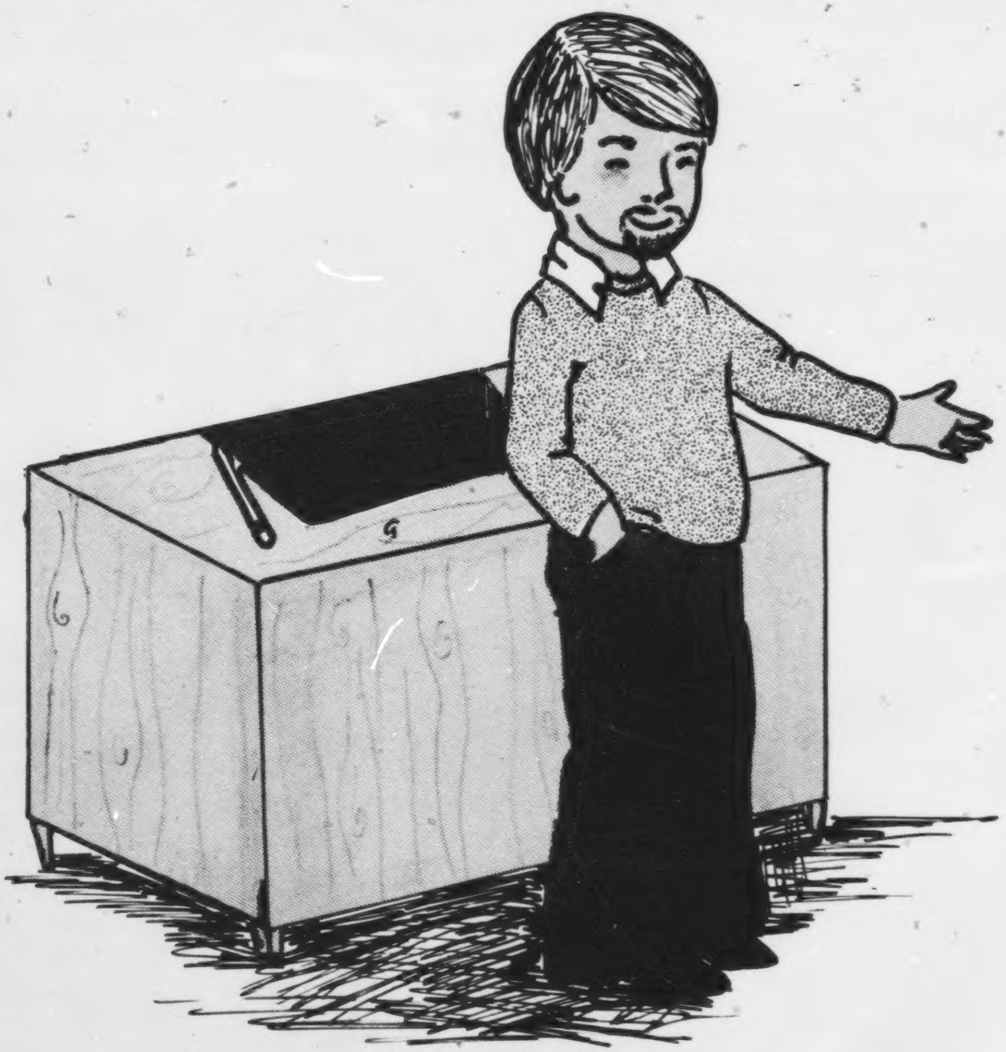
Who can do Career Education and promote Career Development ?

There are as many ways to implement Career Education as there are people actively involved in Career Education programming. For example, teachers can implement Career Education in the classroom, principals can support Career Education in the school, and parents can encourage their children in work exploration. Even the community can become involved in broadening students' educational experiences. However, perhaps the most effective Career Education change agent is often overlooked when Career Education invades the school - - - THE COUNSELOR ! ! !

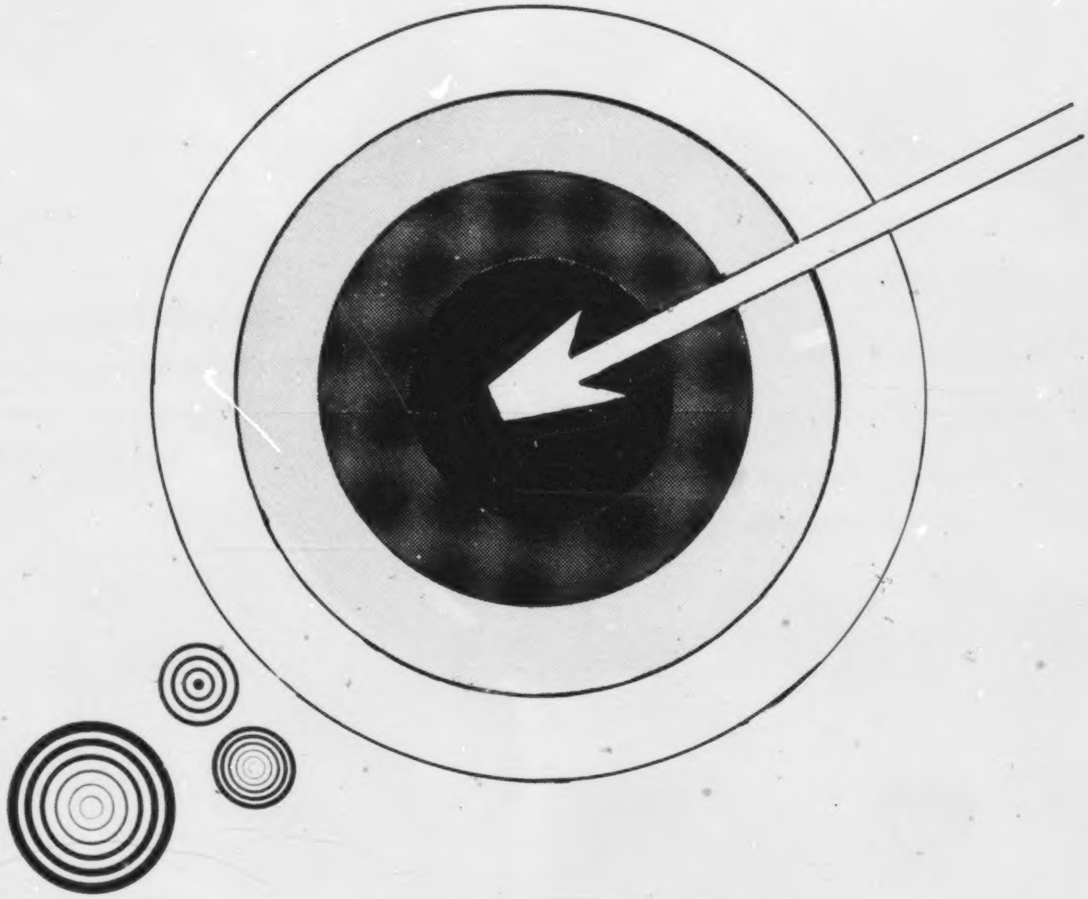
Why pick on the Counselor ???

FOR A NUMBER OF REASONS . . . .

- Counselors have more time flexibility for Career Education activities.
- Counselors have acquired additional interpersonal skills and techniques.
- Counselors have more direct contact with teachers, parents, administrators, and the community.
- Counselors have been searching for a new way to become more involved in the educational process.



What's the Point of Reference?



For the Consultant Model, Career Education equals DEVELOPMENTAL CAREER GUIDANCE.[1]

DEVELOPMENTAL - - - of or connected with a specific step or stage in growth.

CAREER - - - the pattern of one's progress through life, as well as one's longitudinal advancement in a vocation.

GUIDANCE - - - that unique aspect of the educational process which specifically deals with assisting young people to analyze their needs, assess their potentialities, outline their life goals, determine a plan of action and begin to accomplish it.

[1] Brenda B. Even, "Integrating Career Education into Teacher Preparation." Unpublished Dissertation, Tucson, Arizona: University of Arizona, 1975.

What does the model look like?

Developmental Career Guidance combined with the Counselor as a Consultant results in the following cooperative relationships:

The Counselor and the Administrator

working together in terms of . . . .

Curriculum Development

Evaluation

Research

Special Problems

Staff Development Programs

The Counselor and the Teacher

working together in terms of . . . .

- Resource Assistance
- Teaming
- Planning and Development
- Pupil Appraisal
- In-Service Training
- Meeting Student Needs
- Special Problems

The Counselor and the Student

working together in terms of . . . .

Counseling

Planning and Placement

Testing

Educational and Occupational Information

Special Problems: Drop-Out Referrals

Personal and Social Information

The Counselor and the Parents

working together in terms of . . . .

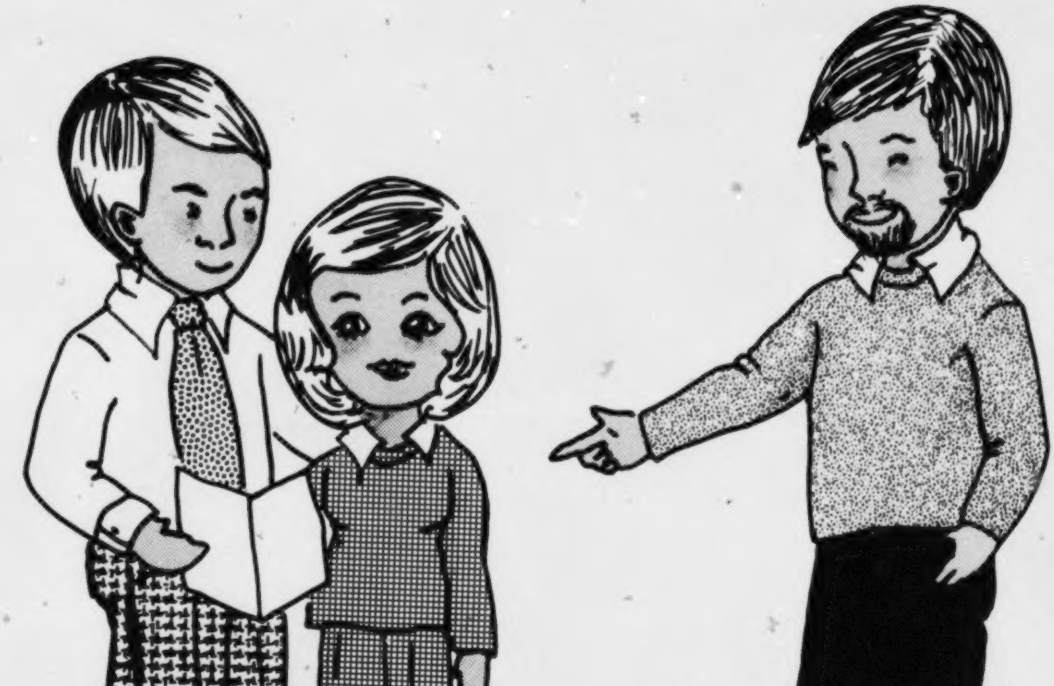
Parent Education

Parent Involvement

Student Needs

Special Problems

Career Resources



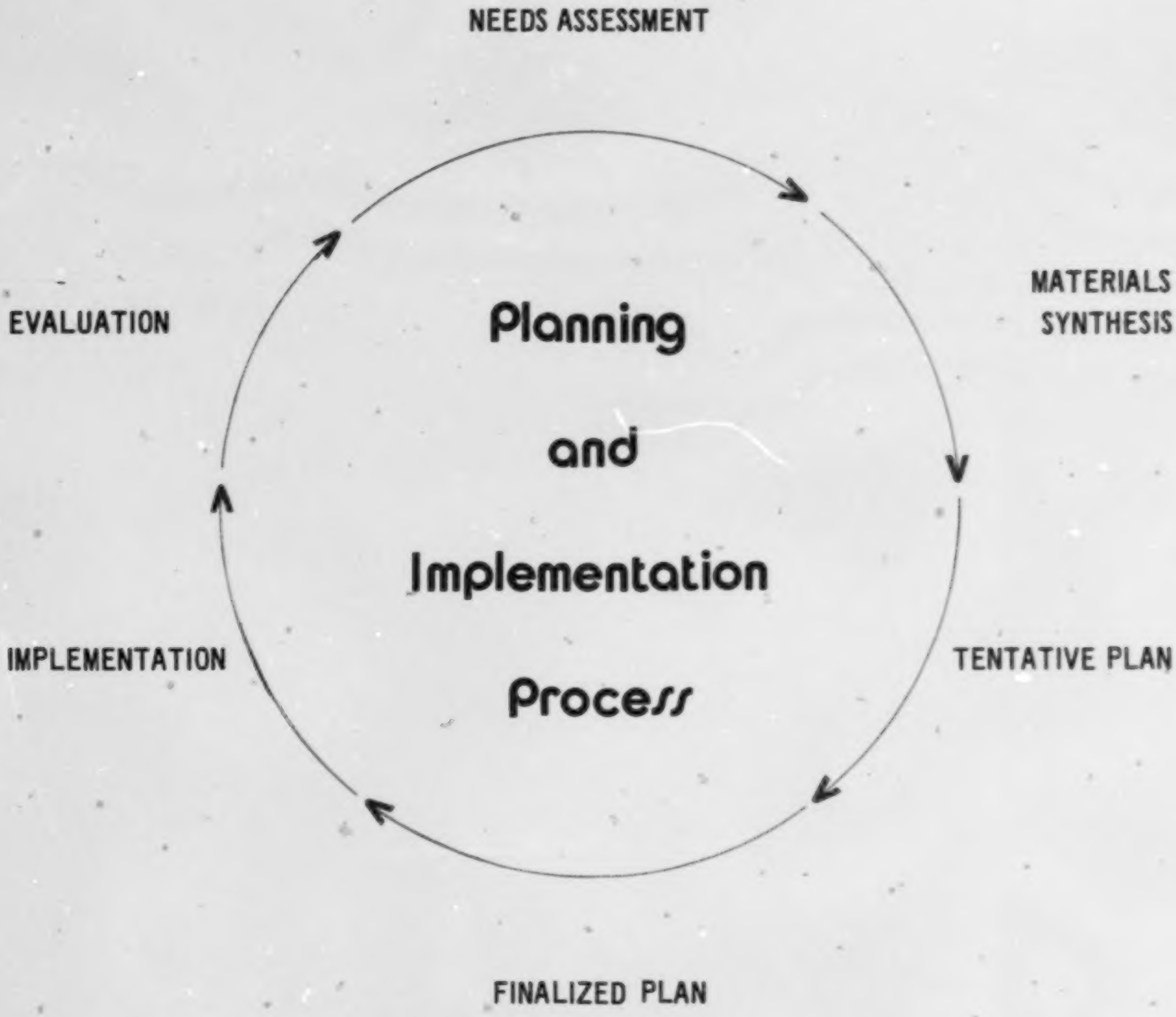
The Counselor and the Community

working together in terms of . . . .

- Public Relations
- Referrals
- Student Placement
- Work Experience
- Career Exploration
- Community Resources

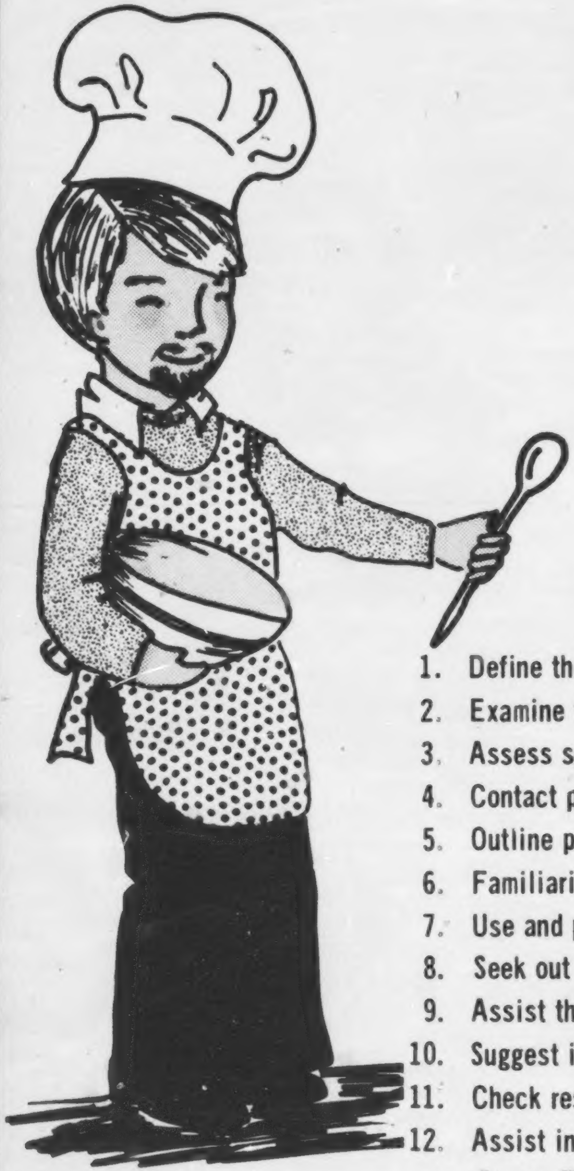
What's the Implementation Process?

The following illustrates the continuous planning and implementation process of the consultant strategy:



What happens when ....???

It is important to remember that educational changes occur more easily when one follows the directions in the recipe and omits none of the ingredients ! There are a number of steps one should follow when establishing the consultant strategy.



Step-by-Step Consultant Ingredients

1. Define the role.
2. Examine the objectives.
3. Assess specific needs.
4. Contact principal and discuss role.
5. Outline possible program and submit for approval.
6. Familiarize remainder of school personnel with consultant role.
7. Use and publicize information center.
8. Seek out those who wish to become involved.
9. Assist those interested in determining their needs.
10. Suggest ideas and materials for Career Education activities.
11. Check resources.
12. Assist interested individuals in the total process of developing Career Education activities.
13. Team to present Career Education activities or model the presentation.
14. Examine the activities effectiveness.
15. Continue the procedure with other interested individuals.
16. Evaluate the procedure and initiate changes.

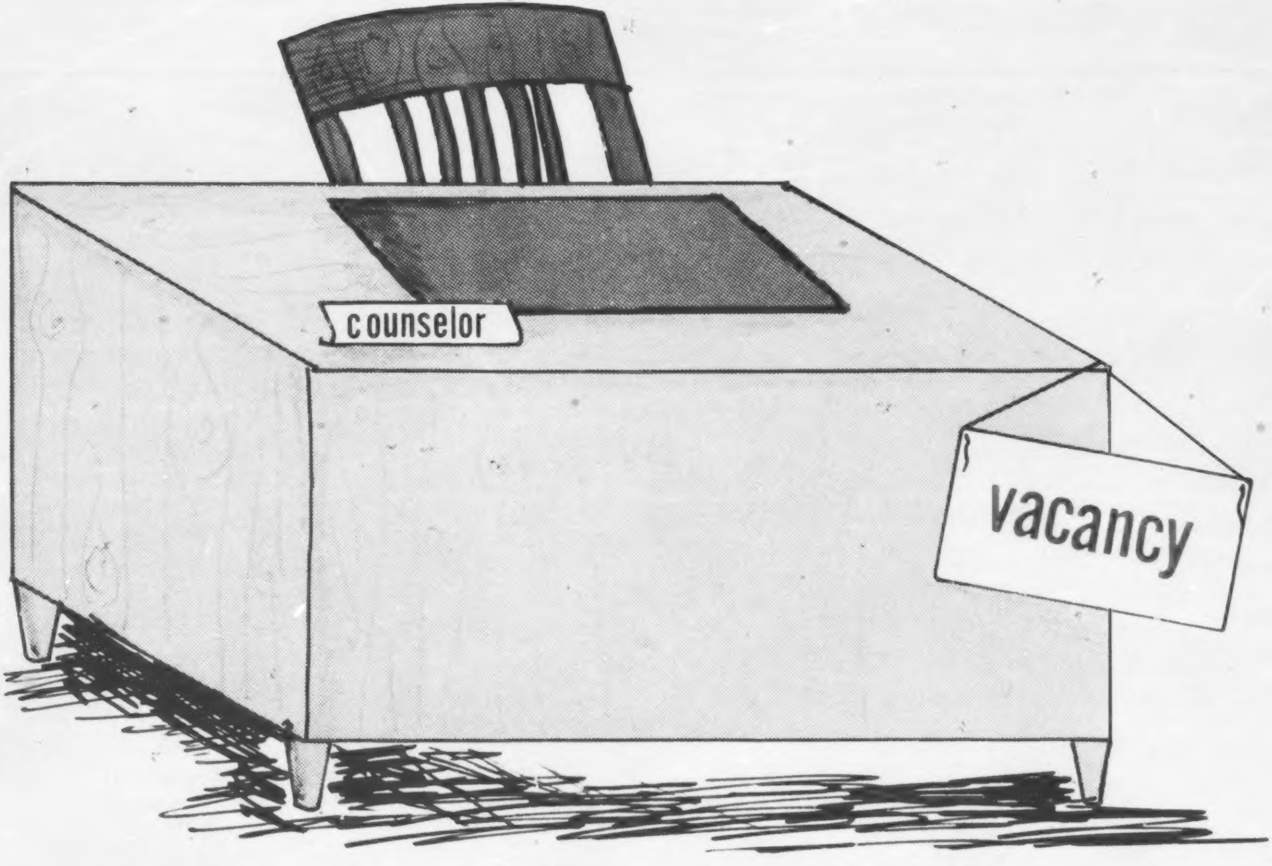
What activities can the Consultant be involved in?

Career Education activities can include . . . .

- Guest speakers
- Observation trips
- Goal setting experiences
- Decision making opportunities
- Career research
- Vocational interest inventories
- Ability and aptitude identification
- Work exploration experiences
- Vocational preparation
- Manpower needs
- Work attitudes
- Saleable skills
- Leisure time involvement
- Appreciation and attitude development
- Education and career awareness

What if there's no Counselor ?

So the school doesn't have a counselor. Other members of the school community - - - principal, teacher, parent, librarian, and community representative - - - can serve as the Career Education change agent. The model, process, and step-by-step ingredients of the consultant strategy are still applicable but it will be necessary for individuals other than counselors to adapt them to fit their own frame of reference.



WHAT ARE SOME AVAILABLE RESOURCES

Contact Persons: Brenda B. Even
Betty J. Newlon
University of Arizona Career Education Project
Room 206, College of Education
University of Arizona
Tucson, Arizona 85721

University of Arizona Career Education Project. Annotated Bibliography. Tucson, Arizona: University of Arizona Career Education Project, 1974.

This is an incomplete, but annotated bibliography of the materials available in the Project's Career Information Center, including price, source, level of usage, etc.

Even, Brenda B., ed. Career Education Activities: A Handbook for Counselors. Developed in a state-funded Career Education Institute directed by Betty J. Newlon, Ed.D.,Tucson, Arizona, University of Arizona, 1974.

This handbook is especially designed to aid the counselor in implementing the counselor-consultant approach. It is also a handy tool for teachers who wish to integrate Career Education into their classroom activities.

Even, Brenda B., ed. In-Service Training Packets. Tucson, Arizona: Pima County Developmental Career Guidance Project, 1974.

These are a series of 12 in-service training packets designed to provide administrators, teachers, counselors, and/or community resource personnel with the necessary skills for implementing Career Education.

- Career Education: A National Priority
- Career Education: A State's Involvement
- Career Education: A County Project
- Career Education: The Resource Consultant
- Career Education: Career Instructional Unit
- Career Education: Media
- Career Education: Utilizing Community Resources
- Career Education: Testing
- Career Education: Parent Involvement
- Career Education: "Hands-On Experience"
- Career Education: Assistance for New and/or Student Teachers
- Career Education: Student-to-Student Programs

WHAT ARE SOME ADDITIONAL RESOURCES? (cont.)

American School Counselor Association. "Role of the Secondary School Counselor," *School Counselor,* Vol. 21, No. 5, May 1974.

American School Counselor Association. "Unique Role of the Elementary School Counselor," *School Guidance and Counseling Journal*, Vol.8, No. 3, March 1974.

American School Counselor Association. "Unique Role of the Middle/Junior High School Counselor," Elementary School Guidance and Counseling Journal, Vol. 8, No. 3, March 1974.

Bingham, William C., ed. *Accountability: Process and Product.* Rutgers University: Proceedings of the Rutgers Guidance Conference, 1971.

Career Education and You the Teacher, The Arizona State Department of Education, Phoenix, Arizona, 1974.

Career Education Matrix, The Arizona State Department of Education, Phoenix, Arizona, 1974.

Christensen, Oscar C., "Education: A Model for Counseling in the Elementary School," *Elementary School Guidance and Counseling*, Vol. 4, No. 1, Oct. 1969.

Christensen, Oscar C., "Parent Education: A Model for Consultation," *Elementary School Guidance and Counseling*, Vol. 7, No. 2, December 1972.

Even, Brenda B., ed. *Career Education Activities: A Handbook for Counselors.* Developed in a state-funded Career Education Institute directed by Betty J. Newlon, Ed.D. Tucson, Arizona, University of Arizona, 1974.

Even, Brenda B., ed. *In-Service Training Packets.* Tucson, Arizona: Pima County Developmental Career Guidance Project, 1974.

Gysbers, Norman C. and Moore, Earl J., editors. *Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide: A Life Career Development Perspective.* University of Missouri-Columbia, February 1974.

Hillman, Bill W. "Two Methods of Facilitating Classroom Learning: Implications for the Counselor-Consultant," University of Arizona, Department of Counseling and Guidance, Tucson, Arizona.

Hoyt, Kenneth B. "Vocational Guidance for All: New Kinds of Personnel Needed," *American Vocational Journal*, Vol. 45, No. 5, 1970.

Koplitz, Eugene D. *Guidance in the Elementary School: Theory, Research, and Practice.* Dubuque, Iowa: William C. Brown Company Publishers, 1968.

WHAT ARE SOME ADDITIONAL RESOURCES? (cont.)

Lauver, Philip J. " Consulting with Teachers: A Systematic Approach," The Personnel and Guidance Journal, Vol. 52, No. 8, April 1974.

Lifton, Walter M. Can We Run Fast Enough to Catch Up? Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4–8, 1971.

National Advisory Council on Vocational Education, 6th Annual Report, June 1, 1972. Counseling and Guidance: A Call for Change.

"Preparation of Occupational Guidance Counselors," Final Report,North Carolina State Department of Education, 1973.

Richins, Duane. "The Counselor's Role in Career Education," Career Education: Third Yearbook of the American Vocational Association, Washington, D.C.: American Vocational Association, 1973.

Welsh, Barton W., Stanger, Norman R. "Two Vocational Educators Look at the Counselor's Role in Career Development," Thrust for Educational Leadership, Vol. 2, No. 4, 1973.

CAREER PLACEMENT:

Recent in-state student needs assessments disclose that random samplings of high school students* and responding graduates consistently rank as top priorities

The need for help in finding part-time work while in school.

The need for work exposure and career orientation.

A need for in-depth assistance in career selection and placement.

Teachers and counselors do help students find part-time work, and do help graduates locate entry level career opportunities. In most instances, however, such efforts can be only incidental to more pressing full-time teaching or guidance assignments. The lack of enough professional time and other cost factors prevent most schools from offering students a well organized, comprehensive program of placement services.

To remedy this, and presumably in the wake of similar student surveys, states of Florida and Virginia have enacted recent legislation which require school "districts" or "boards" to establish job placement services for secondary school youth. The House of Representatives in Michigan has approved a similar measure. It seems clear that more and better services are required for this important dimension of Career Guidance.

The counselor, or other educator, who assumes an assignment as a placement officer must immediately become involved in at least three basic types of activities.

It must be determined:

Who are the people, businesses, industries, schools, or other organizations which might provide young people with placement opportunities?

What are the most effective procedures for matching students with available opportunities?

Where are the most accurate and available information and/or experiences that will serve to assist students in making immediate or eventual career decisions?

* High Schools:
Aqua Fria Union
Coconino
Flagstaff
Mesa
Mingus Union
Shadow Mountain

Within a reasonable period of time a placement program can gather a great deal of information about options open to young people in their process of making career decisions. However, people involved in delivering these services cannot keep abreast of the rapidly changing world if proper time and resources are not allocated to this important function – computerized data banks and the best of subscriptions to occupational briefs notwithstanding.

Faced with a myriad of responsibilities and a restrictive time factor, many school counselors have found it of real benefit to students to reach into the school and beyond the district for help with student placements and career counseling.

IN-SCHOOL ASSISTANCE

For example, it is possible to enlist the aid of other people within the school who have a degree of mobility in the community, and also have personal and professional interests in student placement. Where available, teacher-coordinators of distributive, cooperative office, industrial, agricultural and home economics develop work stations for their students, and as a result, have a great deal of insight into possible experiences that relate to these career areas.

OUT-OF-SCHOOL ASSISTANCE

There are also direct and indirect services for students through the network of field offices across the state which are operated by the Arizona Department of Economic Security.

> Students may be referred to the nearest neighborhood or regional office of employment and training for assistance in a job search and possible placement in part or full-time employment. In those offices staffed with qualified* counselors additional employment counseling may be offered.
>
> When requested, the Research and Statistics Bureau can provide school people with contemporary data on national and state labor market trends.
>
> Also available is a series of occupational Mini Briefs initially designed for students use and written in both Spanish and English.
>
> This Bureau will also provide personnel to teach local school counselors to administer and interpret the General Aptitude Test Battery owned by the U.S. Department of Labor. The test may then be used by Counselors, on a release purchase agreement, for purposes of Career Guidance while the student is still in school.
>
> Instruction in the use of the three volume set of the Dictionary of Occupational Titles is also available to schools upon request.

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* Master's degree in Counseling and Guidance

Effective career placement of students is a complicated matter. The school counselors functioning as placement officers must not only counsel; they must teach; they must develop outstanding talents for public relations; and they must learn to use every avenue of assistance available to them whether inside or outside the school.

This is of course a very important part of any Career Guidance program and one deserving of much more attention than it usually gets.

Other Career Guidance-Oriented Projects in Arizona

The preceding parts of this handbook were prepared by key people representing, or who previously represented, nationally recognized, on-going, career oriented guidance programs at Agua Fria Union High School, 530 East Riley Drive, Avondale, Arizona 85323; the Mesa Public Schools' Guidance Department, 140 South Center Street, Mesa, Arizona, 85202; and the Pima County Developmental Career Guidance Project, 2302 East Speedway, Suite 210, Tucson, Arizona 85719.

There are other outstanding career oriented guidance programs in Arizona which have features that will be of interest to counselors who work in schools with similar types of problems.

APACHE COUNTY SCHOOL DISTRICT

Contact Person: Dr. Gary McEwen
Counseling Specialist
Apache–Navajo Career Education Project
Apache County High School
District No. 790
Springerville, Arizona 85938

MATERIALS AVAILABLE

Priority Guidance Program Handbook, 1974

Description:

The Apache County High School District is comprised of schools in four widely separated and geographically remote areas. The student population varies from predominately native American to predominately Anglo, with a composite of other minorities scattered throughout the district. There is, obviously, a startling range of student needs within the total system.

The manner in which the administration, teachers, and counselors are attempting to meet the diversity of needs is through a developmental, career oriented, guidance program.

A philosophy, the procedures, the goals and objectives of the program can be found in the above handbook.

COCHISE COUNTY CAREER EDUCATION PROJECT

Contact Person: Don Lawhead
Guidance Coordinator
Cochise County Career Education Project
Drawer AE
Bisbee, Arizona 85603

MATERIALS AVAILABLE

Document For Professional Staff Development, 1974

Description:

The content of the above document is now being field tested through a series of pilot activities in the schools of Cochise County.

Twenty carefully selected students from grades 9 – 12, representing a range of academic performance and various life-styles, are now being helped to function as peer counselors. School credit is granted to the participants.

Family counseling with the parents and siblings of a student is another activity on a trial-run. Several types of adult parent groups are also being sponsored.

An attempt to eventually lessen crisis-centered counseling, through the use of a developmental model, is being tested. In one school the teacher and the counselor co-lead, and initiate suitable guidance activities related to the various subject matter areas. The intent is to broaden the guidance base through the involvement of educators other than counselors. The activities at this school site are being used for demonstration purposes.

A rationale, a list of expected outcomes, and the groups for whom the activities are designed, accompany each section of the handbook.

PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT

Contact Person: Dr. Norm Bloss, Director
2302 East Speedway
Suite 210
Tucson, Arizona 85719

MATERIALS AVAILABLE:

Career Education In–Service Training Packets, Even, Brenda B., ed., 1974

- A National Priority
- A State's Involvement
- A County Project
- The Resource Consultant
- Career Instructional Unit
- Media
- Utilizing Community Resources
- Testing
- Parent Involvement
- "Hands-On Experience"
- Assistance for New and/or Student Teachers
- Student-to-Student Programs

Description:

The In-Service Training Packets are a series of twelve packets designed to provide administrators, teachers, counselors, and/or community resource personnel with the necessary skills for implementing Career Education.

SHADOW MOUNTAIN CAREER GUIDANCE PROJECT

Contact Person: Mike Warden, Counselor
Shadow Mountain High School
2902 East Shea Boulevard
Phoenix, Arizona 85032

MATERIALS AVAILABLE

"INTERACTS" brochure and related information.

Description:

Shadow Mountain High School is operating a career guidance project which began in September, 1974, with the acronym INTERACTS, meaning to "Identify Needed Techniques for Effective Response to Areas of (guidance) Concern of Teachers and Students."

In effect, the System's Approach of the Mesa-Agua Fria operations has been followed. A students needs assessment and faculty and community surveys have been made, resources have been identified, priorities and project goals set, and the implementation of objectives has begun. There are at least two important variations:

> "The 'counselor as a consultant' role developed by the Pima County Project and later adopted by the Scottsdale Career Education Project, is to be used as an important part of INTERACTS. Another deviation (and an advantage) is the availability to Shadow Mountain of the validated student materials already prepared and in use at Agua Fria and Mesa, and the student forms used in the initial stages of the Agua Fria Project."

The result has been a developmental movement in a relatively short period of time toward the better satisfaction of student needs, and toward counselor accountability that should be explored by any educator intending to instigate or improve a program of career development, counseling, and placement.